

File 2

December 28, 1979

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

The attached letter was just received from Warren Seibert who has taken over our project at the USOE — though Walter Stone is also still available and interested.

As soon as you can, would you let me know of the specific demonstration and test procedure plans you have worked out? We'll then need to discuss with them continuance and/or possible modifications.

Sincerely,

Harry J. Skornia
Executive Director

HJS/dp

cc: Warren Seibert
Sam Becker
Richard Evans

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

December 23, 1959

Dr. Harry Skornia, President
National Association of Educational
Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

It was good to see you again last week, even though briefly, and your presence was, as usual, the generator of some thinking. One of the objects of celebration was the McLuhan project and we wish now that there had been more time to discuss this with you.

The office file, and our brief conversation, and talks which I have had with Dr. Stone indicate that Phase I of the project is at or near completion and that a decision concerning continuation is about due. Would you be good enough to check the project status and let us know of the NAEB Research Committee's recommendations concerning future work on this project?

We received information from Fiscal Management indicating that a check for \$15,000 was prepared on the fourteenth and mailed to you. This money would, I believe, represent the better portion of the Federal support for project Phase II, if the decision is to continue. If, on the other hand, there is to be no continuation, then we must plan for a final accounting and redeploy the resources.

We will appreciate your help and advice.

Sincerely yours,



Warren F. Seibert
Senior Research Coordinator
Educational Media Branch

HJS Miled HED
HED
December 21, 1959

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Tremendously pleased at success of your Detroit visit. If you begin to get some of your materials on video tape; and get into the testing and checking of them -- successfully -- we've got it made.

More power to you --- and my regrets at being so busy and fagged out of late that I haven't been more responsive.

Most sincerely,

Harry J. Skornia
Executive Director

HJS:jp

29 Wells Hill Ave.
Toronto 4
Sat. Dec 19/59

Dear Harry

Two very fruitful days
in Detroit with Bob
Scholer and Ford group.
Result: to work at
once on scripts for
 $\frac{1}{2}$ hour video shows
on media. Shall make
these adjuncts of the
syllabus. Jack Ellery
says he will provide
studio staff etc free.
About 100 bucks per
half hour is what they
will cost on video.

Schofer says he will pay for that, and more. Bob Kilbourn in film at Wayne, Elbery in TV and radio, and Schofer have been working as if in other ends of the earth instead of on the same campus.

Ethel Tinker who began media teaching in grade XI years ago offered to give my stuff trial spin.

I will send scripts to Dick Evans, of course, for suggestions. Perhaps

This will be the time
to get down to see him.

Also, now is time when
Art Knowles my
assistant from National
Film Board can be big
help. Am going to shoot
for big impact with these
shorts Harry.

Newspaper and book assump-
tions have blocked media
use and study so very
much till now.

A blessed Xmas to you
Mary and Lee,
from all of us
Marshall.

Inscriptions from McLuhan
(as autographs to Skornia)

In Explorations: Verbi-Voco-Visual;

"For the one and only Harry who provided the launching pad for understanding all media whatever--Marshall"


In Through the Vanishing Point (co-authored);

"Affectionate regards to Harry Skornia from his protege--
Marshall McLuhan (and Harley Parker)"

In McLuhan, Hot and Cool (a critical symposium);

"Don't ever lose your cool, Harry--Marshall"

December 18, 1959

Dr. Marshall McLuhan 
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Just a brief note re your request for an air credit card. We have investigated and find they are issued only after a deposit of \$425 is made. Therefore, I believe you will agree that this would not be practical.

Your latest voucher is being processed today (the day of its receipt) and will be sent to Coleman for prompt payment.

Hope this will be a wonderful Holiday Season for you, and may the New Year bring the best of everything to you and yours.

Cordially,

Harold E. Hill
Associate Director

HEH:jp

RECEIVED
NAEB HEADQUARTERS

DEC 15 1959

AM
7:19:10:11:12:13:14:15:16

McLuhan
(file)

December 14th, 1959.

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Illinois.

Dear Harry:

The Media Log effort is intended to hasten the completion of a tentative form of the Syllabus, by eliciting as much comment as possible from those involved in media work within the formal educational structure.

I have just spent several days with Lou Forsdale and others in New York. Forsdale has a student who has just completed a Ph.D. on the teaching of new media to Grade XI students as part of their English studies.

This man has taught these media in Grade XI in Schenectady for the past two years. On page 221 of a large dissertation, he revealed his major assumption, namely that his concept of the purpose of media training was basically that of supporting the role of the newspaper in the community. Watch and ward directed toward the program content of the media was, and is, his purpose. A more misleading or inhibiting approach to media is not possible.

There is, of course, nothing wrong with encouraging the young to ask who controls the program policies of the entertainment industries. To follow this up with letters to those responsible for decisions is an extension of newspaper activity. But to extend newspaper assumptions into the non-verbal world of film, photograph and television, is to fail to come to grips with any relevant concerns.

continue...

Skornia...

This irrelevance may well be the problem of the FCC for years to come. Like the Hollywood code, general public concern about media content leaves the controllers of media almost entirely free to govern the media as media. Perhaps we ought to ask ourselves how far it is the newspaper and not the book which structures our bias in media study.

While in New York, I took off a day to talk with Gilbert Seldés and Charles Siepmann. Contrary to the prediction of Forsdale, Siepmann came over at once to our media approach. Seldés never will. Siepmann grasped at once the importance of the structuralist approach to media as providing an over-all and unified theory of social change. He said, at once, "this supersedes the Marxist approach to change"; that is change as explained as emanating from the means of production rather than the means of communication. The thing that has baffled Siepmann in his many years of work in the U.S.A. is the absence of dialogue. The upper class English never went literary all together, so that they feel a quick sympathy for those electronic forms which re-create the conditions of dialogue in our midst today. Siepmann does not feel the threat to his mode of existence from new media such as does his opposite number in the Ivy League of North America. As Matthew Arnold revealed to the world a century ago, the English aristocracy is barbarian and oral, not literary.

Seldés, by comparison, has an intense literary and newspaper bias in all media approaches. I would say that we could get our bearings from the Seldés type fairly adequately.

From the enclosed photocopies of letters from Bob Schafer and Roger Leatherman, you can see some of the benefits of Media Log for taking soundings and bearings, and for getting some help as well.

In approaching media for Grade XI teaching, Forsdale's man had spent much time describing the way in which the various media are established and controlled as businesses. All that he left out was any re-

continue...

Skornia...

ference to what the media were as powers in themselves, or what they did to us, or one another. Therefore, I shall try to pin-point what they are and what they do, filling in their commercial, social and political background according to the needs of particular groups. In fact, such filling in makes a very legitimate and feasible project for the students themselves. But unless they know what kind of power it is that is being wielded, there is little relevance in understanding who wields it. As things are at present, we understand the power and nature of a medium only when it has been illuminated by its successor. Knowledge after the event.

To-day we must know in advance. And we can. As Heisenberg says, some effects precede their causes in the electronic order at least. And sequentiality is a useless procedure in a world constituted as a simultaneous field.

In Detroit, this week, I shall attempt to discover what the Schafer group can and will do in helping along the media project. At the end of this month, I am to spend a day or two in Chicago with the Britannica Film group. They want to know what is the proper basis for teaching the film medium in schools. Naturally I shall learn what I can and insist also on the multi-media approach as the only possible one for teaching any medium at all.

With regard to the Syllabus, then, I hope that it will be possible to formulate grammars of all media in the space of two or three pages for each one. These brief instruments I shall try to put together in the next few days. After Christmas, I am going to take a shot myself at teaching them in the Grade XI classrooms, hereabouts. I expect to be in those classrooms with one or more teachers making the procedure entirely a dialogue affair. Perhaps one benefit of being in the classroom with other teachers will be that I can discover more quickly, from their awareness of class reactions, ways of improving procedures.

continue...

Having got this far, I decided to send copies of the above to Dick Evans and to Sam Becker. Shall be in touch with you at once about what develops with the BOD Schafer group.

Blessings Marshall

UNIVERSITY OF MICHIGAN
MICHIGAN MEMORIAL-PHOENIX PROJECT
ANN ARBOR

December 9, 1959

OFFICE OF THE DIRECTOR

Professor H. M. McLuhan
96 St. Joseph Street
Toronto 5, Ontario

Dear Marshall:

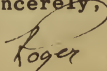
I wish to thank you for your most provocative media log. After having read it three times, with new thoughts emerging each time, I am more than willing to concede that there are some challenging ideas contained in it. In particular I don't believe I got from talking to you in Washington the full impact of your notion about systems revealing themselves in collision, but it certainly hit me from the media log. I have, in fact, this week found certain extensions of this notion which are an almost necessary part of the book I am trying to do on value and if and when the book becomes publishable I would like to include reference to your media work in it.

With my own merely superficial acquaintance with the subject matter of your immediate concern, my first inclination is to suspect that you overvalue the extent of change in the particular systems collisions you discuss. I am, for example, informed that the volume and supposedly the quality of print has increased following the introduction of television, but I can find little indication that the kinds of composition, semantics format, or discursive method have altered. Nevertheless I admit both my own ignorance in this area and the fascination of an idea which challenges some of my a priori convictions. I shall examine further.

Very sound, in my own opinion is your statement of the only practical liaison between in-school and out-school training being instruction in the modes and effects of media on human perception. I remain, however, skeptical of the degree to which different media produce differential learning because of different or multi-plane experiences. I remain skeptical because of the digitalizing character of man as a low grade computer - he chops these experiences into pieces of about the same size and shape before they ever get into his brain. The pretty well known circuitry of the neuron, for example, seems to tell me to be distrustful of any sizeable increment to the learning process as a result of increased simultaneous sensual experiences.

Anyhow it was both fun and profit, Marshall, and I will look forward to further scoop from your operation.

Sincerely,


Roger L. Leatherman,
Assistant to the Director



WAYNE STATE UNIVERSITY

COLLEGE OF EDUCATION

DETROIT 2, MICHIGAN

December 10, 1954

Professor Marshall McLuhan, Director
Project in Understanding New Media
96 Saint Joseph Street
Toronto 5, Ontario

Dear Marshall:

We are ready for your coming on the 17th and 18th. If you will let me know the exact time your train arrives in Windsor, I will pick you up on Thursday morning. Also, keep your receipts of all expenses incurred in making the trip. We will need them to take care of your reimbursement here.

John Ellery, Bill Hoth, and I have been working on the plans for your two days here, and I hope you will not think we have structured things too closely. Here is the way it looks now. On Thursday from 9:00 to 4:30 we have reserved a seminar room for about fifteen people in our new McGregor Memorial Conference Center. We have taken care to invite people who have had some previous interest in media study and who are interested in pushing further some of the ideas in your Media Log. I will send you a list of these people, and I think you will know most of them.

On Thursday evening I think Chandos is planning a little informal dinner for you at her home which will involve some of the people who were with us in Washington.

Friday morning the other four members of our Ford Foundation research team would like to spend the morning with you getting your reactions to some of our concerns with media study in teacher education. I'll be there too. Friday afternoon we have left open for people who might like to see you individually or for things you would like to do.

My wife and I would very much like to have you stay with us while you are here. You will be sleeping near a great many books, but they will probably not cause too much difficulty.

We would like very much to know if you have some ideas about how to proceed with the group of fifteen on Thursday. Would you like to make an opening statement to the group? Should one of us be chairman of the seminar? Are there some special questions you would like answered? What kinds of outcomes should we shoot for? Let know and we'll try to set things up so we can really be of some help.

See you Thursday morning at the train station in Windsor.

Cordially,

Robert Shafer

RES/njt

42
December 8, 1959

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Not sure precisely what she's doing, but someone suggested that Dr. Florence Freedman, School of Education, Hunter College, New York, has a project that should fit in with yours.

Might want to contact her.

Next stop Austin, Texas, then Washington for FCC appearance. "Just passing by" the office it seems.

Best,

Harry J. Skornia
Executive Director

hjs:rs

RECEIVED
NAEB HEADQUARTERS

DEC 3 1959

AM 3 8 9 10 11 12 1 2 3 4 5 6 PM

McLuhan

COPY

Dr. Marshall McLuhan
Project in Understanding
New Media
96 St. Joseph Street
Toronto 5, Ontario
Canada

Dear Marshall:

Sorry to be so long in responding to your last letter. When I talked about a pre-test with youngsters in Toronto, I was thinking primarily of something which would help you get the feel for youngsters in this age group, the best ways to stretch their intellect, etc. I believe that since you have not been concerned seriously before (as I have been led to believe - perhaps erroneously) with the teaching of high school youngsters, you should try it in a face-to-face situation before going to tape so that you can get some rapid interaction going and learn more quickly what can be done with them. I was not even thinking in terms of testing them - either pre or post - but simply providing you with some bases for the planning of your taped sessions. Perhaps my use of the word "pretest" was misleading. Of course, you could try to post-test them. I am not sure at this stage that anything could be gained from an actual test of them beforehand. This is not because I believe that there is a high degree of homogeneity among 11th grade youngsters in these attitudes and reactions. This is simply because I do not think that you are at the stage yet - either in the development of the course or the measuring instruments - that would make the formal pre-test and post-test useful. However, if you have something you want to try in the way of testing, you might go ahead and try it on these initial groups.

Roy Hall from Health, Education and Welfare will be in town today. Am interested to hear what he has to say.

Am looking forward to receiving copies of your Media Log as they come out.

Best,

Sam
Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:ks
cc: Harry Skornia

Mc Lukan

UNIVERSITY OF HOUSTON
CULLEN BOULEVARD
HOUSTON 4, TEXAS

DEPARTMENT OF PSYCHOLOGY

December 2, 1959

RECEIVED
NAEB HEADQUARTERS

Dr. Harry J. Skornia
Executive Director
National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

DEC 4 1959
AM 7:19/9:10/11:12/1:28/4:50 PM

Dear Harry:

I received your letter of November 5, and since then I have received a brief note from Marshall, together with a 15-page "Media Log." The text of his note is as follows:

"Many thanks for your comments on syllabus sample. Enclosed is first of series on media matters. What will follow will deal with particular media to get feedback from many. Syllabus to get local trial soon."

From his note, I assume that the syllabus is already finished, since he indicates it is to be tried out soon. I am somewhat puzzled, however, as to how this "Media Log" (which contains a notation "Copyright, 1959") fits into the picture--is it a part of the syllabus or just a publication of his? At some point this committee member, for one, has apparently lost sight of what is going on.

The problem as far as the Office of Education staff is concerned, particularly in terms of the monetary factor you mentioned, is, indeed, a bit disturbing. I understand that Walter Stone will be leaving after his duties for the current year are completed, and Warren Seibert, who is Senior Research Coordinator, will be leaving in June. So far as I know, the only researcher who will be staying on in the new media section is Kal Stordahl. I also know, of course, that Franklin Dunham is retiring shortly. Considering the major personnel changes that will be taking place, there should be, as you suggested, a tremendous opportunity to promote government involvement in the educational broadcasting movement at a substantial level. Changes are taking place so fast in the power structure of ETV that developments in the near future should be especially interesting to watch. I suspect that the Center meeting in March here at the University involving educational television station officials will be a good occasion to observe some of the emerging patterns.

I hope that all is going well with you in your many and varied activities. Hope to see you soon.

Cordially yours,

Dick
Richard I. Evans
Professor of Psychology

RIE:jmb

re butam file

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PROJECT IN UNDERSTANDING NEW MEDIA



NAEB

Address reply to:
MARSHALL McLuhan
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

December 1st, 1959.

RECEIVED
NAEB HEADQUARTERS

DEC 1 1959

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dr. Harry J. Skornia,
NAEB,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Harry:

First, Philip Deane's address, 3145 P Street N.W.,
Washington, D.C.

The November 25th letter to Walter Stone is a very
condensed capsule indeed. Apropos of page 2, item 5,
I agree that this is a top priority matter.

Since Laurence Burns (RCA) likes to talk publicly
about the huge royalties which will accrue to teachers
from the publication of their efforts on tapes, why
not contact him directly for counsel and legal aid in
this matter.

I hope there is something in Media Log which you may
consider worthy of Walter Stone's attention. I shall get
out a series of these sheets right away allowing time for
feed-back comment before issuing another. I shall in-
corporate in tentative form all the Syllabus material on
all media, in order to attract as wide a variety of in-
sights as possible.

→ The November issue of Twentieth Century Magazine,
from London, is wholly given to TV as a medium, and I
found some help there. A brand new book, by Peter
McWhinney, The Art of Radio (Faber London) looks like a
most helpful discussion.

continued...

The present Media Log which I do not yet know whether to date or to number, is introductory only to understanding media, as is the Syllabus. The plan is to assemble, if possible, all the basic insights into all media in order to get a fairly complete idea of their inter-mutational actions. If our project achieves not more than that, this year, it will be a large gain. It is like Pasteur's germ theory, or like awareness of radio-activity. You may remember that Pasteur was drummed out of the Medical profession for his germ theory. It was so upsetting.

I have been getting down to cases with a local group of High School teachers who will give the Syllabus a run, right after Christmas, in several Grade IX class-rooms. They were quite enthusiastic at the idea of having to teach something about which they knew less, if anything, than their students. The idea of being on a parity with their students in an investigation on new lines surprisingly appealed to them right off. When I asked about the possibility of there being two teachers present in each class, in order to strengthen the dialogue pattern and to throw stress on the learning rather than the teaching side of the project or process, they were somewhat vague and uncertain, but not opposed.

What will dawn, fairly soon, on the educational world is the awareness that the monologue of the book as teaching machine, and the projected further monologue of the teacher as presenter of data, should have ended decades ago. The new teaching machines with their tutorial dialogue pattern, as well as ETV in all its forms, imply the need for more than one teacher per class-room. The present view is, of course, that ETV merely carries out the old program with new equipment. In other words, the recent ASCD conference never even began to ask what are the curriculum mutations implicit in the new instructional materials.

I am now ready to fill in the areas of movie, radio, and television in the Syllabus. In the test runs here in Toronto we are likely to begin with these three rather than with printing.

Enclosed is a sheet by way of progress report for Walter Stone. You may feel it desirable to make changes, additions or over-all suggestions.

Warm regards,

Marshall

H.M. McLuhan/RN

Enclosure.

Influence on Voters

Symbols Supplant Real Points of View

By PHILIP DEANE
Globe and Mail Staff Reporter

WASHINGTON
The same factors that have produced the teen-age fashion for going steady, the trend toward young families with many children and the hoola hoop popularity, contributed to the election of Prime Minister Macmillan. This statement, which is by no means as frivolous as it sounds, comes from Marshall McLuhan, the University of Toronto professor who is generally considered one of the greatest living authorities on media of communications.

A distinguished editor in a private letter from London dated Oct. 7 writes about the British electoral programs on television: "... the Labor programs (with most TV studio talent in their ranks) have been way ahead of the Tories, ... who have really been the bottom — especially Macmillan. You know, the shirt cuff-shooting act of booming Britain, in top form chaps, don't rock the boat and that appalling worldly-wise chaff that makes you want to find an aspidochelone to go behind for the old heaven-ho."

This editor, being astute and knowledgeable, adds that Mr. Macmillan's performance "probably hit the right note" both for "the callow 21-year-old and for the faithful old gardener."

Of course, Mr. McLuhan says, the editor is perfectly right, the British Prime Minister did hit the right note and the Toronto expert adds: "I told you so days before the election," which indeed he had done. Mr. McLuhan explains that the British electorate's preference for Mr. Macmillan's brand of what the Americans would call tall corn (a particularly "toff-riden" type of corn) is comparable to Canadian favor for Mr. Diefenbaker's style (evangelical sincerity) and the U.S. popularity of Mr. Eisenhower's image — not a father figure, according to McLuhan but a little boy figure. And the modern media are almost bound to work for the conservatives everywhere. Here is why according to Marshall McLuhan:

Modern media (telegraph, telephone, radio and above all television) have transformed our world from a linear one into a simultaneous one.

Before these modern media (but after printing was invented) man received most of his information by the process of reading lines of print, strings of words which he interpreted. An effort of understanding and interpretation was required.

Before the invention of the telegraph and the "news story", newspapers were publications dedicated to one point of view, or in other words, publications pointing toward one view, developing one argument which had to be followed, with a finger following the printed words if necessary.

Then, with radio, telephone and television contributing information, different points of view started coming in at the individual from every direction and without requiring from him the discipline of following the line of print, the discipline of deciphering a passage and deciding for himself what it meant. He now is told what everything means. He does not have to assemble the image of himself as if it were a jigsaw puzzle. The image comes to him whole through a television tube, through sound and sight, and the same image comes simultaneously to everyone, and many more than one image come to each person from all the media and from all directions.

Thus it becomes impossible to have a single point of view. Unconsciously, modern Western man becomes accustomed to this lack of "single points of view." He no longer sees things as lines or paths of thought, but as fields of thought, even as spheres inside which he finds himself. Habit becomes second nature; the televiewer becomes

a being unfamiliar with and therefore uncomfortable with lines of argument. Instead he wants, seeks, understands, welcomes images. Moreover, the man of this modern simultaneous world, this total world, naturally expects (unconsciously) that everything should be total. He wants, for instance, total security; not just economic security but cultural security, social security, emotional security. The young build their own world, a large family, in which they can be secure. The "beatniks," the articulate among the young, seek total satisfactions. A job is not total satisfaction, but lots of sex and lots of almost uniformly mediocre art are total satisfactions. The downgrading of individual effort and individual excellence ensures that the mediocre majority will not be made to feel insecure by a brilliant minority.

Why does this help the conservatives in the Western world (and McLuhan refers only to the Western world)? The modern voter, the one, that is, whose self has been turned by media from linear to total, does not seek for policies or issues. The remarkable fact about the recent U.S., Canadian and British elections, says McLuhan, is the lack of issues. Issues require arguments and the following of arguments. The modern voter wants an image. Moreover, it must be a secure image: evangelical sincerity, boyish guilelessness, or the toff's promise, "don't worry chaps, I'll look after everything." Hence, when such an image is projected, there is an unusually heavy turnout of relieved citizens, rushing to vote for that reassuring face on the television screen.

Reds Push Campaign In Spain

London Observer Service
Communism, which was almost indiscernible in Spain a few years ago, is now a well-organized underground movement with a new plan of campaign.

Evidence of the new method and a willingness to offer martyrs to the cause has been shown in the recent trial for subversion when a military court in Madrid sentenced the principal defendant, Simon Sanchez Montero, to 20 years in prison.

Montero not only admitted being a member of the central committee of the clandestine Communist Party but he proudly claimed to have led the organization of several pacific protests against the rise in the cost of living and in favor of "national reconciliation." But in fact most of these protests were initiated by Socialists, and other non-Communist groups.

By imposing such heavy penalty for such minor offenses, General Franco's military court may well have played into the calculating hands of the Communists.

At the fifth congress of the Spanish Communist Party, held in Prague in 1955, its secretary-general, Dolores Ibaruri, presented a lengthy report, a considerable part of which was devoted to analyzing past mistakes of the party. The most serious error was considered to be "not to have left in Spain a clandestine organization at the end of the civil war."

That report, subsequent Communist manifestos to Spaniards, and instructions circulated among Spanish Communists, give a clearer picture of a plan and tactics now in operation. The Communists are urged to uproot the "civil war mentality", to abhor all forms of demagoguery, and to exercise moderation.

Many Communists are ordered to attend confession and communion in the Catholic Church, both as an example to true believers and as a way to soften the clergy.

McLuhan

November 27, 1959

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Could you give me Phil Deane's address? Like a fool I didn't record it from our taxi ride. Thought I might send him some stuff on the NAEB.


Hope we get word from Stone, soon. I've been trying. If you have phase dates, let me know. And send along report of progress to date, when possible (before I go to Washington for my meetings.)

Sincerely,

Harry J. Skornia
Executive Director

HJS:jp

November 23, 1959

Dr. Marshall McLuhan 
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Don't worry about the rental you pay for typewriters and other equipment. This doesn't really fall into the "equipment" category so far as expenses are concerned. These items are legitimately a part of "supplies and expenses." We'll have no problem.

On your hotel receipts -- I've discussed this problem with Harry, and he has suggested that you might want to make up a statement for your hosts to sign, which could then take the place of a hotel bill. The statement might say something like: "In lieu of staying at hotel, stayed with friends. Gift in lieu of hotel payment -- (and then indicate the amount -- this you could insert later to avoid any embarrassment)", and the name and address of your host, in addition to his signature, should be given.

Believe me, we wouldn't be so concerned about this if it weren't that this is all taking place under a government contract and they might get quite concerned if we were careless in their estimation. Even if you were operating on a per diem basis (say, directly from the government rather than through us), you wouldn't have to have receipts -- but of course, you wouldn't have over \$10.00 or \$12.00 a day for all expenses that way.

Hope this seems like the best solution to you.

Cordially,

Harold E. Hill
Associate Director

HEH:jp

Project in Understanding
New Media,
96 St. Joseph St.,
Toronto 5, Ont.

RECEIVED
NAEB HEADQUARTERS

NOV 19 1959

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dr. Harold E. Hill,
14 Gregory Hall,
Urbana, Ill.

Dear Harold:

At the recent seminar in Washington, under ASCD auspices, a sheet was distributed concerning "Policy Governing Allowances for Equipment Costs".

The statement of policy is not unambiguous, but I read it to say that "the allowance may not exceed 20% of the undepreciated value per year". This means that it is impossible for me to rent a typewriter. The used IBM machine that we have, worth about \$500 new, we rent at the student rate of \$15.00 a month. Even on a ten month basis this exceeds the 20% allowance and such is the case with the rest of our equipment. Please advise.

Shall heed your admonitions concerning the enclosure of receipts for travel expenses, etc. When in New York or some other cities, I stay with friends whose hospitality I return by gifts of various kinds. Your regimen indicates that I abandon the hospitality of friends in favour of hotels in order that I shall have receipts to send you. Perhaps it is possible to devise a means of accommodation in this matter?

At the memorable Washington seminar, Harry made a mighty impact and I do not think it will rub out. Please give him two copies of the enclosed from the Christian Science Monitor.

Best regards,

Marshall

HMM/RN

Enclosures.

EJS:

HEH?
(I guess, as Garnet has ~~done~~ with us, I'll have to remind him again that I'm not an M.D. - nor a Ph.D., for that matter). I would think that rental of the typewriter would be okay, because I doubt that they apply the depreciation rate to such rentals. What think you? Also, re his hotel receipts - should we let him proceed as he apparently has done, or insist on hotel receipts? Personally, I wouldn't care, but I don't know how carefully the government might want to audit our records. Please take the two copies of the photostat he indicates are for you - actually they were the only two enclosed, but I don't really want one - I was just pointing out the conflict between his statement and the number of copies he enclosed.

*Right
14 supplies
& expenses (including
rentals)*

11/19/59

Re Hotel receipts!

I'd explain that if these were our funds there would be no problem. If he were on per diem (i.e. directly for govt instead of thru us) it would be no problem, since it would be a flat \$10.00 ~~or~~ \$12.00 a day for everything.

Being as it is he'd better make up a statement, & then sign - might say "In lieu of staying at hotel, stayed with friends. Gift in lieu of payment - - - etc."

I've kept photo things - one for class & one for file.

Mc Inman

November 16, 1959

Mr. Samuel L. Becker, Director
Division of Television-Radio-Film
State University of Iowa
Iowa City, Iowa

Dear Sam:

Just back from a 5 day seminar of the ASCO (curriculum people) in Washington, where Marshall also was. He's getting lots of people who say "Stop right there!" "Explain that!" etc.

I conferred with him several times. Urged him to firm up one item or unit and test -- then possibly go to Houston and using some of funds, make Video tape.

No reactions yet from Stone. Need soon to see how much more money we can get.

Your splendid, firm hand is greatly appreciated, Sam, especially when I'm so harassed by several dozen other things.

Best,

Harry J. Skornia
Executive Director

HJS:jp

P.S. Doubt if USOE would go along with tying to Airborne. Not so sure myself. They're too busy doing the things they want to do, I don't think anyone else will much affect them. This is a source of some concern to me -- as to their effects on local stations, United States education generally, etc.

Once again, thanks. We should have some answers soon. We'll see how Marshall's assistant (a good film man, I hear) works out, too.

STATE UNIVERSITY OF IOWA
IOWA CITY

DEPARTMENT OF SPEECH
AND DRAMATIC ART

COPY

November 9, 1959

Dr. Marshall McLuhan
Understanding Media Project
96 St. Joseph St.
Toronto 5, Ontario
Canada

RECEIVED
NAAB HEADQUARTERS

NOV 12 1959

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Dear Marshall:

I wrote you not long ago that I had written to Arthur Foshay concerning the objectives which you had indicated he might supply and to find out about his availability for help on this project. I was quite encouraged by his reply, the major sections of which were as follows: "I see no difficulty in principle (my underlining) in turning some of McLuhan's assertions into a testable hypothesis. For example, one of his interesting ideas is that little children begin to play with language at a point early in life when they are saturated with the language. His notion is that after an early age (perhaps during the third year) the further language learning of children amounts to a kind of elaboration of the kind of basic structure that they already know, and the evidence that this has taken place is to be found in their tendency to play with language or to respond playfully to the play of others - that is, to puns, to nonsense, rhymes, reversals, and the like. What I meant to convey to Marshall was that this kind of thing can be verified through systematic observation, and that such observation would tend to fill out the idea with reality. The same sort of thing is true of a number of his ideas. So much for the first quotation.

I do not recall having said that I was willing to provide a list of objectives, but I may very well have said that I would be glad to sit with him long enough to try to develop a list of objectives out of the many ideas he has. I tried to explain to him what the term "objective" means to me (i.e., the meaning of the educational expression "behavioral objective"). I think Marshall assumed we all speak the same language and that you would know what I meant when he said I could provide a list of objectives. Let me emphasize: I think that a list of behavioral objectives can be derived rather directly from the ideas that McLuhan has, but I could not sit here and do it.

I share some of your unease about the outcome of project, and your conviction that we really must work this one through. I have never been in contact before with a man of such explosive brilliance. I find it inviting to consider the possibility of playing Huxley to his Darwin.

With respect to some organizational approach, I think I would suggest that first I can spend 6 to 8 days in conference and in the writing of results of conferences during the balance of this year, and I might spend some time next summer or early fall on this matter. I don't know what kind of an arrangement should be made of this point - I suggest that you and Skornia and the other involved consider this on some sort of per diem basis and arrive at a suggested amount of money that you think is appropriate for this kind of consultation, given the total budget of the project, the time that there is ^{to} work it through, and the need for other supplementary help.

I must return to the matter of "testable objectives" and speculate a little more about these, in order to deal with your question about the employment of a research man. While I have not talked about these matters with Mr. McLuhan, the following possibilities occur to me:

1. (with respect to "the media is the message"). A child's report of a dramatized bit of acting experienced through television will differ in form, content, and ordering, from his report of an experience with the same dramatic event reported in print.
2. A child's tendency to "act out" his learning will differ according to whether the stimulus material is presented by television (or sound film) or print.
3. A child's conception of the size, texture, tri-dimensionality of objects will differ as between a flat picture, a television image, a motion picture image, the real object, a line drawing of the object, and so on.
4. The child's tendency to use certain aspects of language will vary according to the medium on which an experience is presented.
5. Children will learn more within a subject matter area when it is presented epochically (with little or no attention paid to the sequential nature of the content) on television than when they are presented the same content serially (in which case one's understanding of the lesson depends upon one's memory and understanding of the last).

Does that sort of thing illustrate what you have in mind? It represents the sort of stuff that comes into my mind as McLuhan fires off his rockets around me."

Dr. Marshall McLuhan
November 9, 1959

Page 3

I would hope that arrangements could be made, budgetwise and in other ways, to take advantage of Wells' willingness to participate in the project. As I have indicated before, I can think of no one, Marshall, who would be more likely to help you pull the project off.

I wondered about one thing in his letter. He seemed to be under the impression that the project was still to be concerned with testing some of your basic hypotheses about media differences rather than with testing the effects of a course, Understanding Media, on 11th grade youngsters. It seems to me that these are two different projects. Did you talk to him about the second?

I think it would be more practical to stick with this second at this time but, at the same time, come back to the first in a later stage of the research though I may be far off base with this opinion. I find his suggestions for research in this area very interesting. This is the approach which Jean Piaget used so successfully in research on the construction of reality and the growth of logical thinking in children.

I believe that Dick Evans' suggestions on the syllabus and the trial program are very good. A pre-test of one program with 11th grade youngsters would almost certainly elicit some new ideas and would probably make clear some faulty assumptions about what is or is not reasonable to expect from such a group. This might not be a bad next step. What do you think? In fact, one might even do this pre-test in two steps. First, with some 11th grade youngsters in a Toronto classroom, not worrying about the problems of putting the course on tape but simply to feel about for an optimum level and approach for these youngsters. The next step then would be an actual trial run with one lesson on video tape, which you could do in Houston and then observe as some 11th grade youngsters view and use it.

It was good seeing you in Detroit, Marshall. Sorry that we were not able to get a few of the committee members together for a discussion of the syllabus. However, I assume that you have heard or will hear from each member as he has a chance to look over your material.

Sincerely,

Sam
Samuel L. Becker
Director, Division of
Television-Radio-Film

SLB:ks
CC: Dr. Harry Skornia
Dr. Wells Foshey

Harry: How you considered the possibility of the course of Marshall's being part of the Mid-West air borne project? This I assume, would mean more funds to work with & more available subjects.

McIntosh file

November 5, 1959

Mr. Richard I. Evans
Department of Psychology
University of Houston
Cullen Boulevard
Houston 4, Texas

Dear Dick:

Your letter to Marshall is wonderful. The time, patience, guidance and wisdom you have contributed and are contributing so generously will not be forgotten soon, Dick. I only wish we had a way of thanking you in more concrete ways. Meanwhile, though -- I certainly agree, and am most grateful.

On another point: I've been urging the USOE, in the face of Foundation pressures to take over leadership in education in television particularly, to press for the same kind of revision of salary scales, etc. that the USIA finally had to do to attract some top people. I have said, for example, that what they need is someone like you, Schramm or Ralph Tyler to head up what would be a real leadership role in educational television and radio research. But that it's an insult to ask any of you to serve under present salary and other conditions. They keep asking me to suggest "people." This has essentially my answer. But I'd be grateful for any reaction you might have to any of this.

Sincerely,

Harry J. Skornia
Executive Director

HJS:jp

RECEIVED
NAEB HEADQUARTERS

NOV 5 1959

November 2, 1959

AM
7 8 9 10 11 12 1 2 3 4 5 6
PM

Dr. Marshall McLuhan
Department of Extension
University of British Columbia
Vancouver, British Columbia

Address corrected to:

*Understanding Media Project
96 St. Joseph St.
Toronto 5, Ontario, Canada*

Dear Marshall:

I received your letter and manuscript of October 21 and have attempted to go over the material quite carefully. Since you asked for comments, I will try to indicate some of my impressions of the introduction and syllabus.

First of all, it seems to me that the first program should be devoted to an overview of the course, which would briefly survey the entire range of communication media and illustrate the problems in terms of some simple communication model. You pointed out yourself how important it is for the individual to develop a Gestalt of the whole field, and from the standpoint of learning theory it would seem to be crucial to give your high school youngsters an adequate idea of the purpose and scope of the course at the beginning.

Secondly, I am a little concerned about the capacity of 11th graders to function at the abstract level which would probably be necessary to fully grasp the implications of some of the material you are presenting. If you could begin with more concrete statements of the issues and move gradually to the more abstract implications of them, the chance of comprehension on the part of these students, in my opinion, would probably be improved.

My third comment concerns the production problems that your syllabus suggests. It seems to me that you ought to capitalize on the fact that the course makes use of three different media: video-tape television presentations, printed page assignments, and face-to-face contact in discussion sections. I think this point might profitably be made in the overview program I suggested and be capitalized on throughout the course.

I am becoming convinced, Marshall, that before we go much further we should take one of these potential presentations as outlined in the syllabus and think it through in more detail, both from the television production standpoint and in terms of the capacity of the target group, 11th grade high school students, to fully understand. This might give you an opportunity to become more familiar with the problems of a TV presentation and might also be a way to make some of the material in the syllabus more sensitive to the capabilities of the target group.

I think you also ought to consider restricting the range of coverage of each program more than you apparently have. Various studies of educational television programming have shown that it is generally unwise to try to present too many ideas in a single presentation. Better results are obtained by dealing thoroughly and imaginatively with fewer concepts. The problem of

Dr. Marshall McLuhan
November 2, 1959

Page 2

evaluation which we shall face will also be easier when the program content is somewhat more circumscribed.

If I am not being presumptuous, I should like to call your attention to an excellent one-chapter treatment of the problems of mass media communication which might be quite useful to you. It is Chapter 28, "Effects of the Mass Media of Communication," by Carl I. Hovland of Yale University, in Volume II of the Handbook of Social Psychology, edited by Gardner Lindzey. Incidentally, in connection with a project of mine, I was recently in New Haven working with Dr. Hovland. He is dying of cancer but continues to work as usual, showing a remarkable attitude toward his situation. Although I seriously doubt that he would be available for any personal involvement in this project, his chapter should communicate to you the way some of us in social psychology regard the problems you have undertaken, and it might give you some useful ideas. His discussion of the distinction between speculative assertion and research supported results in this area is particularly relevant.

Despite the preceding comments, Marshall, one cannot help being impressed by your often brilliant insights, enthusiasm, and capacity to get the work done. Even though much modification may still be necessary, you certainly have the syllabus off the ground. To summarize my observations, just try not to get it too far off the ground.

By the way, I am enclosing the report which I promised you, prepared for the Fund for the Advancement of Education, concerning the pilot phase of an earlier project of ours, which explored the usefulness as a teaching device of filmed interviews with great contributors to a discipline, in this case Carl Jung and Ernest Jones. We expect to continue this project, eventually completing and evaluating an entire course of filmed interviews. I think this is a promising utilization of film and/or television as teaching media at a more, as you would say, "literate" level.

I hope the preceding comments and suggestions will be of some value to you as you further develop the syllabus. I know that we shall all be interested in watching it as it develops.

Cordially yours,

Richard I. Evans
Professor of Psychology

RIE:jmb

Enclosure

cc: Dr. Harry Skornia
Dr. Samuel L. Becker

Harry -
I hope my impression's
be not in conflict with those
of the others.
Dick E.

File McLuhan

RECEIVED
NAEB HEADQUARTERS

NOV 4 1959

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Project in Understanding New Media,
96 St. Joseph St.,
Toronto 5, Ont.

November 2nd, 1959.

Mr. Harold E. Hill,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Harry:

It scarcely seems possible that you and your wife were actually here in Toronto a few days ago. I am sure that both of you will long remember having reached Detroit without any dinner.

Enclosed are a couple of items to be charged against my budget:

*Received
11/4/59*

The return by air to Washington, out of New York, October 22nd and 23rd, cost me \$35.20 on American Airlines, and a night's accommodation in Washington cost me \$10.00.

I took my meals with Dr. Bledsoe who is Head of the Council for Basic Education.

My trip was for the purpose of discussing our media project with Bledsoe and he will become a valuable aid, I know, since he is a most intelligent and resourceful man.

Cordially,

Marshall

HMM/RN

Marshall McLuhan.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PROJECT IN UNDERSTANDING NEW MEDIA

*Mr. McLean proposed
not to ask*
[NOV. 30, 1959]

Address reply to:
MARSHALL MCLUHAN
PROJECT DIRECTOR
96 Saint Joseph Street
Toronto 5, Ontario, Canada

PROGRESS REPORT FOR PROJECT IN
UNDERSTANDING NEW MEDIA - FROM
SEPTEMBER TO NOVEMBER, 1959.

September 22-24th

Chicago seminar, with the NAEB research committee, on procedures and objectives for the project. It was decided that McLuhan should build a Syllabus for print, press (telegraph), photography, movies, radio and television, in order that this Syllabus be given a series of experimental runs in Grade IX class-rooms, and other levels as well. The objectives agreed upon are as follows:

- (a) Identification of major media developments in our environment, and their relation to new science and technology.
- (b) Familiarity with the various and often contradictory qualities and effects of media.
- (c) Greater awareness of ways in which words, concepts, and data may be used, or misused, in the handling of media matters.

It seemed to the committee more practical to do a live test of Syllabus, rather than to repeat specific tests on the efficacy of various media in the class-room. Since the Syllabus is built on new assumptions about media as possessing mutational powers quite independent of their program content, it was decided to find out whether such a Syllabus would effect significant changes of perception and judgment in class-room conditions.

September 28th

Consulting with the Educational Division of General Electric at Crotonville on their experience in the use of Syllabus and Kits in training personnel. The Crotonville Management Center is considering the possibility of giving the media Syllabus a several week try-out in one of their groups of 45 executives at Crotonville. They have a full team of psychologists and testers who would be pleased to pay strict attention to the experiment.

continued...

September 29-30th

Consulting Arthur Wells Foshay, at the Hbraseen Mann Institute at Teachers College about objectives and procedures. His feeling is that a syllabus and an approach which might seem very stiff to adults would be somewhat easier for students from Grade IX onward. The peculiarity of media material is that, like the vernacular, it is thoroughly known at a very young age. To teach the well-known presents very different problems from teaching the unknown. In the first case, the teacher is always involved as co-learner, and the learner involved as co-teacher.

September 31st-October 19th
Building tentative Syllabus.

October 21st-23rd

Inspection and critique of same at Arden House Management Center. At Management Centers, there are a variety of executives from various communication areas of industry. This wide cross-section of men offers a very rigorous testing ground for any concept about new media. By and large, these men share the preconceptions about media which derive unconsciously from the monarchy of the printed word. Having no stake in textbook or procedures derived from the book as teaching machine, they are much more ready to inspect new media and the power of new media for imposing their own assumptions upon the unsuspecting.

October 26-28th

Presentation and discussion of Syllabus with the NAEB committee members at the NAEB convention in Detroit. By and large, they felt that the Syllabus was immoderate in its demands on a Grade XI level. Bob Schafer, of Wayne State, volunteered to consider the Syllabus with a view of implementing its procedures with film and kinescope, and asked to have this considered in detail in the second week in December.

Nov. 10-15th

More work on Syllabus procedures with many members of the ASCD seminar in Washington.

Nov. 18-30th

Working over the Syllabus problems with a group of Toronto High School teachers of Grade IX. They have agreed to give the Syllabus a series of trial-runs right after Christmas. We have considered what is the best medium to start off with. They are going to begin a study in which they are on a parity with their students. The idea of learning along with their students is a novelty which appeals to them very much. The suggestion that there should be two teachers in each class-room, in order to give stress to dialogue and learning, rather than to teaching was a suggestion which they are prepared to consider

continued...

but which is somewhat bewildering to them. Since the new media have a kind of essential dialogue built into their electric technology, the textbook oriented class-room is widely at variance with new media. Even when using new media in the class-room, the assumptions of the older media are unconsciously present at many levels.

November 26th-28th

Mailed out Media Log (15 pages). The objective of Media Log is to explore in a series of presentations many facets of new media in order to elicit from 50 or 60 key people a great deal of comment and insight into the nature and effects of these media. The entire Syllabus materials can thus be criticised and enriched at an accelerated rate.

Nov. 30/59.

H. M. McLuhan.

Teachers to-day face a quite different environment from the one they themselves grew up in. The new problems in school resulting from new procedures, new aids, etc., are minor. The big changes are outside in new relations between classroom and community, in the new relevance of higher education to business of production (assembly line now obsolete) in the new relation of education to politics and to world responsibilities, in the multi-language situation and in the multi-media world in which print is no longer monarch.

Unfortunately, the problems for teachers and students, created by our changing environment, do not disappear when they are ignored. In the same way, the unnoticed and non-verbalized aspects and effects of print, movies, of T.V., do not cease to work upon us because neglected. Media do not cease bothering about us, nor about one another, just because we do not bother about them.

Education has become everybody's business in our society. The globe has become a community of learning. The communications industries are many times larger even in capitalization than heavy industry. With learning and teaching becoming the business of everybody, round-the-clock, and round-the-globe, what becomes of the older roles and relations of teacher and student? Must both teacher and student become more aware of

the inter-relations of specialist areas? Must they now study the action of media upon our habits of perception and judgment, in order to remain reasonable and autonomous? Can we escape into understanding, as well as into success as it were?

OBJECTIVES

In starting a syllabus for media instruction in high-schools, we might assign as long-term objectives for such a course of instruction:

- (a) Identification of major media developments in our environment, and their relation to new science and technology.
- (b) Familiarity with the various and often contradictory qualities and effects of media.
- (c) Greater awareness of ways in which words, concepts, and data may be used, or misused, in the handling of media matters.

One reason for the greater awareness of all media matters, which we now take for granted, is quite simply the co-existence and constant inter-action of many media in our ordinary environment. What we might call the climate of education has undergone radical change because of the co-presence of several major media. Their daily operation upon one another, as in the mere use of newspaper or the use of the telephone,

in movies and T.V. shows and on the stage, of itself and without verbalization, creates a new kind of increased awareness which, in turn, has become a major factor in changing the climate or over-all situation within which our educational establishment functions.

What the physicists have developed in our century as a basic means of research is the bombarding of nuclei of unknown structure with nuclei of known structure. In effect, this is what happens when one medium crashes into another. A sort of x-ray occurs in which the skeleton and the organic structure, as it were, of a medium of communication is revealed. For example, when printing intrudes into a non-literate area, the structure of the print form with its whole sub structure of assumptions and its super structure of achievements is as fully revealed as is the corresponding structure of the archaic or pre-literate culture receiving the impact of print.

Print is, of course, quite different from writing in its nature and in its effects. To-day in parts of Russia, China, India and Africa, large sections of the world's population are experiencing what the West did 500 years ago. Meantime, the West has, via electronics, entered upon a phase of what may prove to be "post-literacy". At any rate, print is no longer the prime nor prior experience in our

society, nor does it condition production in industry as it did. The assembly-line as Peter Drucker shows in Landmarks of To-morrow (Harpers, 1959) is as obsolete in production as delegated authority is in management. And Parkinson's Law makes hay with the written and typed word, in the worlds of bureaucracy and business, showing how the letter and the memorandum have inflated themselves into a kind of Marx Brothers world of surrealist nonsense.

Yet, from the time of Gutenberg in the fifteenth century, when printing from movable types taught the West how to organize its procedures, in culture, commerce, and science, on the one-thing-at-a-time principle, the West has extended the Gutenberg principle of organization to many phases of living and learning.

Our new electric technology seems to have made all aspects of print-culture somewhat obsolete. Are we to stand by while the new technology brainwashes the assumptions and values of print-culture out of our world? Or is there a valid way of translating the achieved values of literate society into the new languages of film, of radio and television? Can we, by studying the non-verbal assumptions and forms of print, create an effective osmosis between print values and the new forms? For these new forms have unexplored and unknown levels of power and meaning which they are just beginning to re-

lease themselves into our living and learning situation. It took writing centuries to re-structure the forms of human association in the ancient world. It took print until the Industrial Revolution in England, and the French Revolution in France, to express itself as new power and new order. How long will it take our electronic technology to replace the industrial, political and educational forms we built on the printed word?

Are we able to escape from these dilemmas into understanding? Writing on The Social Role of the Confession Magazine, pp (Reprinted from Social Problems, Vol. VI, No. 1, 1958) George Gerbner says of the typical heroine: (pp 35-36 as marked in the off-print) "The price for human dignity and compassion is the basic irrelevance of the narrator's desperate and confused protest. Buffeted by events she cannot understand and is not permitted to "wrest about to suit herself", the heroine's headlong flight "down the line of least resistance" leads to her inevitable "sin". As she has no conscious relatedness to the larger social context with which she must, in fact, contend, her act becomes irrelevant as social protest. It only brings calamity to her and to those she loves. Her suffering is a spine-tingling object lesson in bearing up under relentless blows of half-understood events. Through her agony comes not insight into the circumstances of her act, transcending the immediate causes of her misfortune, but, if anything, a remote glimpse of such "happiness" as might be had in coming to terms with an unbending, punitive, and invisible code of justice.

Responding to hidden authority rather than being permitted to be selfdirecting, her "problem-solving" becomes an unreflecting drift toward adjustment." The heroine's plight here has been the role of the educator in other times than ours when faced by misunderstood consequences of technological change. We would seem to have no alternative but to face the subliminal levels of media, old and new, in order to maintain autonomy and relevance of response to new situations to-day.

But increased awareness of the forms of the media, as they operate upon our modes of perception and judgement, is not merely a means of understanding, but of prediction and control. Awareness of media is itself a change and a cause of change. In understanding media, some teachers will experience uncertainty and doubt and insecurity. They will sense that areas of knowledge which they have acquired with difficulty are being undermined, as it were, by their own new insights into the structure and assumptions of that knowledge. They will find difficulty in talking about media, in which they themselves have a deep personal and also a vested interest, to adolescents who have not as yet any awareness of having a stake in such knowledge.

The mental discipline necessary for transposing the realities of our lives into new spheres, and new media, turns us all into mental D.Ps. to-day. But we are mental D.Ps.

confronted with undeveloped countries or the mind. For merely to translate the ordinary procedures of teaching English into the audio-tape medium is to be released into the previously unknown world of structural linguistics.

The scholar-teacher, who has lived in the class-room and the study all his life, is suddenly released into the enterprise and domain of publishing by radio, or television teaching. For, whereas learning and teaching have since Gutenberg been based on the publisher of print, E.T.V. makes of the teacher and researcher himself a publisher on a very large scale.

Laurence Burns, the President of R.C.A., in announcing the imminence of video-tapes for ordinary home use, argued that the day is at hand when teachers will make his kind of salary, \$170,000 a year. Such a view of the new educational dimensions seems to occur naturally within industry if not in education to-day. For teachers, of course, it serves merely to indicate new patterns and landmarks set up before the old scene has disappeared.

Such a prospect serves also to point out that a mere personal point-of-view is no longer a way of coming to grips with such a fast-changing situation. In the midst of accelerated change, the only relevant strategy is what Wells Foshay has described as "swarming all over the situation".

James Joyce called his very 20th century Finnegans Wake an everyway roundabout with intrusions from above and below. The inclusive "field" has succeeded the specialist or single "point-of-view" approach. Peter Drucker, in his Landmarks of To-morrow, refers to this over-all non-point-of-view approach as "organized ignorance". And it permits the ordinary teacher in an ordinary class to engage in first-hand research.

It was during World War II that Operations Research hit upon the strategy of pulling specialists out of their fields. A weapons problem was handed right off to biologists and psychologists, instead of to engineers and physicists. Because it was found that specialists inevitably directed their acquired knowledge at a problem. The non-specialist, knowing nothing of the difficulties involved, could only ask: "What would I have to know in order to make sense of this situation"? In a word, he organized his ignorance not his knowledge. The result was many break-throughs and solutions that otherwise would not have happened. In retrospect the greatest discoveries seem quite obvious. Is it not because the beclouding assumptions and unconscious bias from earlier and irrelevant training have disappeared?

J. Lewis Powell, speaking at the Armed Forces Communications Electronics Association's National Convention, last June, made a basic point for educators to-day. He said:

"When I was a child, people used to go around and say how we were unprepared when World War I happened. And later on I heard that we were unprepared when World War/ II happened. This is a lot of folklore, and it just isn't so! We have never been unprepared! When World War I came along, we were thoroughly prepared to fight the Spanish-American War. And when World War II came along, we could have fought World War I brilliantly...Ours is a tendency to fight the last one over, to be handicapped by experiences! ...Now, in these times things are exploding! If you are 20 or 30 months behind the times, you are further behind than your dad was when he was 20 or 30 years behind".

The problem is that you and I were born, and educated, and lived during the age of plodding progress. We are almost incapable of realizing that progress is now made on purpose by inspiration rather than made by accident with perspiration. Brainpower has replaced manpower as a national resource. This fact dictates that you need to educate everyone according to his aptitude. We need better brains across the board, in all fields of human endeavour.

Earlier, Mr. Powell pointed out that: "When we were making progress very slowly, we weren't too bright in keeping up with it". To-day, when there has been much more technological change in a single lifetime than in all the previous history of the world, it is sheer necessity for educators to understand the implications of these changes for school and

society alike. Because there is no opportunity for teacher or student to adjust to these changes by the older habits of social osmosis and gradual adjustment. We have now no choice but to understand and to control the new technology, since its power is too sudden and total to be absorbed by casual osmotic or subliminal means.

For the first time in human history, progress is on purpose. Inspiration has supplanted perspiration. Education must, therefore, assume the same power of prediction and control of over-all situations and change. To eliminate the subliminal levels from all media, new and old, is a minimal step in educational strategy under such conditions.

To achieve this end, to-day, is not as difficult as it would have been a few years ago, precisely because the multi-media world is luminous from within. The x-ray action of one medium upon another reveals the structure of the bones and organs of society. We have long know the structure of external machinery. But we have known little about the organic structure of society. Yet the organs of society are, quite naturally, networks of human association. And just as the dynamic structure of our vernacular tongues was hidden until the tape-recorder gave us ready access to them, so the structure and operation of the languages, as it were, of the media of writing and gesture and print and photography, remained concealed beneath the vesture of social accidents and overt uses.

Just as educational broadcasting adds new dimensions to teaching and transforms the teacher into a large-scale publisher, so the daily operation of the media, under the disguise of "entertainment" has extended the walls of the class-room to include the entire globe. The global movement of information by technological means is by far the largest business in the world. Culture has become our business and has swallowed the business man as well as the educator.

Rabelais had a vision of printing as "the world in Pantagruel's mouth". It is a vision whose meaning is easy to discern now that rival mouths, and the maws of newer media await us. We can, as it were, take our pick among the giants who will chomp upon us. Or, we can assume the role of Jack the Giant Killer and bring these vast projections or extensions of our own ingenuity under the control of our conscious purposes. The educator is now called to bring the alchemy of history within our management.

In business to-day, the budget item which exceeds both production and marketing costs is research. In a situation in which change is so fast as to approximate the condition of an explosion, big business has to outstrip change by anticipation and research. The goal of this research is to be far ahead of change in order to control it.

Educators have a much higher social obligation to anticipate and to control technological change as it affects the learning process. Faced with multiple media of codified information, we must learn which ones have a natural priority for invading and structuring the sensuous and perceptual lives of the young. For the first invader, be it the English language, or French, or print, or pictures, leaves an imprint on sensibility which affects all subsequent learning.

Carl Orff will not admit to his school of music training in Vienna a child who has learned to read and write. He insists that when the eye has been given such a powerful training before the ear and other senses real music training is impossible.

We have yet to learn which of the media may safely be given precedence in education, consistent with the fullest use of our faculties over the whole extent of our adult lives. For we can no longer think of education as the training of the young, because even the very young are constantly subjected to adult fare via press, magazine and television today. And the adult must frequently embark on new programs of learning in the normal course of his business and social life. The successful business executive of 35-45 is regularly sent to big management centers of education for "brain-washing" and re-instruction.

If our minds have been blocked by types of perceptual training, which make future learning difficult, we are as much casualties of technological change as the actor who can't make the shift from movies to television.

The basic question of which media of instruction constitute the least ultimate blockage of future learning is thus quite distinct from the question of which medium provides the quickest result in learning for the young. Print learnt in childhood may prove to have been a major block to learning in many subjects besides music.

Related to this aspect of media, in shaping the overall learning process, is the question of how far it is desirable to subject either the individual or whole societies to all media at once. This is a social question which arises to-day in Africa, and India, and China. Because, whether they receive all the media at once, or whether they get one-at-a-time, may have quite drastic effects on their development and on their relation to one another.

Print has great power to detribalize a society, but it also creates intense individualism and nationalism. Radio, on the contrary, in Africa intensifies the existing tribal patterns. It is only the print bias of our own training which leads to suppose that the program "content" of radio broadcasts in Africa are the cause of the ensuing emotions.

What can be said then is that no medium has its meaning alone to-day. During the centuries when writing and printing have had a monopoly of educational influence, the assumption grew that these forms were basic means only. Their inherent and non-verbalized patterns and powers were quite unnoticed until photography, and film, and telegraph, and other rival forms of codifying experience revealed the hidden educational powers of writing and printing.

Since, however, several rival forms are part of the ordinary childhood experience to-day, it is quite unrealistic to expect children to be impressed by the ancient prestige of the printed word. Faced with a training procedure based on the traditional assumptions of the role of print in the school and in industry, the child registers an immediate loss of motivation. This loss of motivation is his natural response to a confusion which exists in the minds of the entire community. In Russia, print has all the challenge of novelty and of new technology related to their first conquest of industrial and social organization. It is unlikely that the Russians understand this, any more than they are prepared for the growth of individual initiative and national feeling that will follow.

Print has spread in Russia the age of radio, and television, and of nuclear physics. Therefore, its pattern of growth will

not be the same as it was in the Western world when print had no such rivals, or coexistence with other media and knowledge.

Likewise, the course of the development of print in the Chinese culture will be quite unlike its path in Russia. For the power of the ideogrammic writing of the Chinese is much greater than any opposition met by print in the West, or in Russia on the other hand. The ideogram is closer to the modes of nuclear phenomena and investigation than anything known in Russia or the West. The Chinese will, eventually, be more at home with non-Euclidean mathematics and physics than anybody else.

It is no accident that Western poets and artists have, for more than a century, been drawn into a fascinated study of Chinese art and writing. The poets and artists have always been the avant-garde of coming change in media technology. Their work provides the earliest clues to the meaning of new technology for altered patterns of human living and learning. This role of the artist, as herald and model-maker, affords a major resource in understanding media. In fact, it indicates a natural means of integration of the curriculum whether in history, mathematics, or language and media study.

This syllabus will attempt, in some degree, to provide a means of over-all integration, while also coming directly to grips with particular media problems.

W R I T I N G

It may be desirable to omit this Session from the Syllabus, since it involves discussion of the character of pre-literate societies. The argument in favor of starting at this point is owing to the character of "post-literacy" that, in a technological sense, seems to belong to electronic man. The gist of a Session on the origin of writing is, as follows:

- (a) Writing is an achievement of sedentary societies. Nomadic peoples do not develop any form of writing.
- (b) Writing is preceded by sculpture.
- (c) Sculpture is what André Malraux calls the "voice of silence". It is the visible modelling of sound or "auditory space".
- (d) Writing is the translation of "auditory space" or of verbal sound into a pictorial or visual space. It is enclosed space.
- (e) A sedentary society develops a division of labor which fosters a partial dissociation of sensory life as well.

- (f) A non-nomadic people, accustomed to specialized tasks, learns how to give effect to one sense in terms of another sense. It learns how to visualize sound in a variety of ways.
- (g) The phonetic alphabet was a further technological step. It divorced the sounds and visual forms of letters from "meaning". It created a means of having "average sounds" for a wide range of actual speech patterns. This happens again to-day, with words themselves, when we try to build a translating "machine" or language computer. The multiple meanings and shades of words must be averaged as we learn in Information Theory.
- (1) The phonetic alphabet, with its structure of averages, gave the West the power to translate into its sign system any language at all. It became a means of cultural and political conquest and control.
(See H. A. Innis, Empire and Communications, Oxford University Press, 1950).
- (j) Why is similar conquest not possible for other kinds of writing such as the Chinese?

Because hieroglyphs, pictographs and Ideograms do not break up complex situations into analytical bits and fragments.

- (k) The phonetic alphabet not only arrests verbal sound visually, but enables man to analyse and to capture the movements of his mind by writing them down as static propositions and enunciations.

In our electronic age, we have discovered deep impatience with this form of recording and representing thought. The symbolic logicians, and others, are aware of the distortions of thought so recorded, and find little good in traditional logic.

In the same way, anthropologists, seeking to communicate a full account of the archaic cultures, find the literacy means of description inadequate compared to the movie which can capture multiple facets and relations of situations in a single shot.

- (l) Writing first gave man the power to consider one-thing-at-a-time.
- (m) Oral or pre-literate man did not have the means to do this, but took whole situations in their togetherness as we find in "primitive" languages.

- (n) What we call "myth" is such all-at-onceness, and in the electronic age we not only have great sympathy and understanding for myth, but we ourselves create myths all the time. A pictorial advertisement has much of the formal character of a myth in providing an inclusive image of production know-how, and of consumer satisfaction in a single moment or situation.
- (o) In its one-thing-at-a-timeness, writing fostered the habit of subliminal life. That is, when man attends to one-thing-at-a-time, most of the situation he sees or hears or experiences is thrust under the level of attention.

Literate man developes a very large subliminal life, while primitive man, paradoxically, is much more aware of over-all situations. Electronic man finds he has to develop this kind of awareness, again, since the instant character of information movement, to-day, makes it necessary to understand the total field of impact and effect. Our field, in fact, is the globe which, as it were, is reduced to village size by electronics.

- (p) Again, paradoxically, pre-literate and electronic man face situations of similar kind, in living and learning.

Will their strategies of culture also be the same?

Will we too seek fixity, and family as the pattern of all organization?

SESSION IIMANUSCRIPT CULTURE

Session I was concerned with the cycle from pre-literate to post-literate living. This was the shift from audible, verbal, tribal, organization through the literate stages of detribalization and new social structure to "post-literacy", or electronics.

The whole Session may be dispensable, as also this one on the manuscript. I say this because, should these two Sessions be thought necessary, they would naturally have to be expanded a great deal. They would also be supplied with actual selections from various works, and not just reference reading.

Manuscript culture was handicraft culture. Print was the first true mechanization of an ancient handicraft. And printing may have owed less to the handicrafts than to the scholastic philosophers, with their insistence upon the universality and, in a sense, the uniformity of all truth and knowledge. For print gave material expression to this universalism, uniting, as it has often been claimed, science and democracy.

The fortunes of manuscript culture in the West fluctuated with the supply of writing materials. David Diringer's

The Hand-Produced Book (Hutchinson, 1953) is the best source for date on all aspects of pre-print writing and publishing. But H. J. Chaytor's From Script to Print (Dufour, Philadelphia) is the major work for studying the effects of the manuscript on habits of composing poetry in the Middle Ages. Moses Hadas Ancilla to Classical Reading (Columbia University Press, N.Y., 1954) reports on some of the relations of reader to writer in antiquity. Studies of the effect and uses of writing, and of the habits of readers, are almost totally lacking for all periods, including the modern.

The reason seems to be inherent in the nature of printing in particular. For print not only fosters the illusion of the neutrality of all media (via its pattern of static is it shots) but makes a theory of change difficult if not impossible.

- (a) The manuscript was read aloud both in the ancient world, and in the Middle Ages. Silent reading was regarded as an almost impossible stunt until printing. The consequence of such reading for living and learning, writing and reading, were very great.

- (b) The manuscript was written slowly, and read slowly. In the Middle Ages, parchment was scarcer than time. Copies of works were few.
- (c) Because reading was slow, and works were scarce and hard to refer to, students naturally tended to memorize all they read.
- (d) Writers and scribes tended to condense and to epitomize works of others, as well as their own, for these reasons. Manuscript culture works by compendia, on one hand, and by oral teaching, on the other.
- (e) The elementary classes were often engaged in helping students to make their own copies of the poets, as well as their own grammars, lexicons, and common place books of condensed wisdom.
- (f) Manuscript conditions foster great self-reliance in textual matters and great readiness of oral disputation in dialogue.
- (g) The reader of a manuscript has no illusion of moving freely over the contours of an author's mind. For the most part, an author, whether ancient or medieval, had no notion of

a close personal relation with his reader and, therefore, no ambition of self-expression or self-revelation.

- (h) The habits of memorization of compendia also fostered the aim of encyclopedism and over-all coverage.
- (i) When learned men had all their texts and data in memory, the habit of disputation by the bombarding of text with text was natural. When memorization stopped, so did oral disputation.
- (j) When texts were memorized and exchange was oral, why was it also natural to insist upon minute precision, and constant exactitude of definition of terms?

Why should printing have changed all this?

SESSION IIIP R I N T I N G

The reason why the previous two Sessions are entirely tentative, to my thinking, is that they concern cultural climates remote from the experience of students to-day.

Since print is not remote I shall try to set up this Session in a series of Sections that will approximate to my present idea of how to teach the medium of print in Grade XI. That means that around this Session I shall hope for a variety of practical criticism and suggestion from many sources.

It seems to be inadvisable to approach print in a merely chronological fashion.

SECTION AThe Message of Repeatability

The Chinese had achieved printing from blocks, around the 8th century A.D. Just as the cave-painters did not make their pictures for human spectators, but for the gods as it were, so Chinese printing was a kind of visual prayer-wheel by which invocations to the gods could be multiplied in exactly repeated ritual form. Such was not the intent of Gutenberg, but we can

ask how far this Chinese magic was imbedded in the process and the consequences of printing from movable types.

- (a) What were some of the first consequences of printing for education?

Print meant that everybody could have the same text. How would this change class-room teaching from manuscript conditions?

Is our return to-day to the direct oral teaching of languages a repudiation of print?

What are the new conditions to-day which favor the change of teaching methods in languages and other subjects, as compared to the methods developed from heavy stress on the printed text?

- (b) In his Prints and Visual Communication (Routledge and Kegan Paul, London, 1953) William Ivins tells how science and mathematics could scarcely exist in our sense until printing.

What has this to do with the factor of exact repeatability?

- (c) How far is repeatability a verbal or non-verbal aspect of printing?

Is this the same as conscious and unconscious, or subliminal?

- (d) Why would the printed book have seemed at first to be only a cheaper and more accessible manuscript?

- (e) Print could be read at high speed compared to manuscript. It could also be read silently and in private. Why could the manuscript book not be read silently?

Why could it not be readily taken home?

How would private, silent reading at high speed change methods and outlook in study?

Why was the manuscript of small use as a work of reference?

SECTION BPrint and perspective

- (a) The private point of view of the silent, solitary reader of print coincides with the rise of perspective in painting and writing and in politics. Does this seem a natural, or necessary, development?
- (b) How are do the new media of our day, such as newspaper, photography, film, radio and T.V., foster a private point-of-view in living and learning?
- (c) Does the private point-of-view of the print reader seem consistent with the uniformity and repeatability of the printed form?
- (d) Why should the reading of even lines of continuous print, by a private, solitary reader, foster habits of perspective?

Why does perspective require a single, fixed, position?

Is perspective natural for the eye?

Does it exist outside print cultures?

Why has it disappeared since Cézanne?

- (e) In The Sacred and the Profane (harcourt Brace, N.Y., 1959) Mircea Eliade compares and contrasts the views of space and time of pre-literate man and literate man.

He shows that, whereas we take for granted that space is "homogeneous and continuous", these aspects of space and time are unknown to pre-literate or archaic man.

To-day, in physics, we now take for granted that space and time are neither homogeneous nor continuous. That each space is a unique space-time event, and that each time is likewise unique? Does this mean that we, in the electronic age, have begun to share the outlook of the cave-man?

Have we, during the recent centuries of print, of uniformity and repeatability, developed a way of life that is incompatible with our electrical technology?

Can understanding the effect of our technologies upon our habits and outlook help to avoid confusion and undue stress during period of accelerated change?

- (f) During the very decades when printing from movable types first came into use, "another innovation was gaining a foothold in Italy". (See pp 13 ff, of Erik Barnouw's Mass Communication, Rinehart, N.Y., 1956).

This was the Camera Obscura described by Leonardo da Vinci in his unpublished notes:

"If on a sunny day you sit in a darkened room with only a pinhole open on one side, you see on an opposite wall, or other surface, images of the outside world--a tree, a man, a passing carriage". (Barnouw p 13).

The discovery and its uses was described in detail by Giovanni Battista della Porta in his Natural Magic in 1558.

Soon a lens was inserted to sharpen the images pouring through the pinhole. But the images were upside down. So the lens was put in one side of a box, instead of in the wall of a room, and the image was turned right side up by mirrors. But the box, considered as a small room, was called a Camera Obscura.

And it "could be aimed at a landscape, a street, or a garden party. A group of people

looking in amazement at the moving images in the box may well have resembled a group watching television". (Barnouw p 14).

But the earlier form, before the lens phase, when people merely sat in a dark room, had also much resemblance to movies.

The question arises then whether there is any resemblance or correlation between the magic of the Camera Obscura, and the magic of exactly repeatable and uniform pages and volumes that rolled off the lines of movable types of John Gutenberg and the other printers?

- (g) Is there anything in the quickly-read lines of type that corresponds to the fast-moving sequences of still shots that make up a movie?

Do the black printed words on the white page form a sequence of "shots" of the mind in motion?

Does the reader "travel", in mind and fancy, over the contours of another mind, as it were, in the act of reading print? (See Keat's sonnet On First Reading Chapman's Homer.)

"Much have I travelled in the realms of gold.
And many goodly states and Kingdoms seen".

- (h) Does the possibility of fast reading open up vistas of history and of remote ages and cultural climates inaccessible to the slow-moving manuscript reader?
- (i) Does the first age of print coincide with the age of exploration of the world, by accident?

Medieval maps show that, until the sixteenth century, men thought of the spaces of towns and countries and oceans as not continuously inter-related by lines as it were. The idea of simply keeping moving ahead in a line, whether geographically, or in terms of social and intellectual mobility, was new and revolutionary.

- (j) The first age of print was also the first age of individualism and nationalism. It is easy to see why print readers might have developed a private point-of-view and habits of individual initiative and of "inner direction" towards self-appointed goals. (See the Lonely Crowd by David Riesman, Anchor Paper back).

But why should print have fostered a new and intense nationalism unknown to medieval communities? Is it because the seeing of

one's vernacular in new technological dress provides a new image of one's community?

(These questions seem not ever to have been asked before, so that the student can feel free to speculate and probe).

See Carleton Hayes The Historical Evolution of Modern Nationalism (Richard R. Smith, N.Y., 1931).

- (k) Does print present an image of organized and mobilized power as it were?
- (l) Does the assembly-line of movable types present a non-verbal image of the means organizing military and industrial life, by tackling one-thing-at-a-time, in uniform segments?
- (m) Are the assembly-lines of the first Industrial Revolution in England dependent on a print-reading community?
- (n) Are the citizen armies that Napoleon sent through Europe dependent on the uniformity and repeatability of lines of movable types?

Was Napoleon's failure with his new kind of army, in pre-industrial Russia, a clash of old and new technologies and strategies?

SECTION CPrint and Industry

At first, the printed book was regarded as a cheap manuscript. Such a small fact as the printers not putting in page numbers for the reader is indicative. Because a manuscript was read very slowly, it was not used as a work of reference. A printed book could be read very fast. It was no longer necessary, or convenient, to memorize when reading quickly. But it became necessary to refer to particular passages in a book. Yet it was a century before such means of reference were provided by printers.

It took less time for creative writers, like Rabelais, to grasp the new art-dimensions of printing. And Aretino quickly discovered that the printed pamphlet could be "the scourge of princes". But it is not till Montaigne and Cervantes that print comes into its own as a new kind of art form. The effect of printing on industry, and commerce, was speedy and extensive.

- (a) In what sense was an exactly repeatable commodity, such as printed book, a new event in commerce?
- (b) In the East to-day at a bazaar, does the procedure of bargaining have anything to do with the absence of exactly repeatable commodities?

- (c) How could a price structure be devised or accepted in a community unaccustomed to print?
- (d) If engineers introduce mass production into India, or Africa, or Russia, before printing and reading are taken for granted, how can commodities be sold in an non-existent market?
- (e) Is communism the inevitable consequence of introducing machine production before printing, reading, price systems and uniform commodity markets?
- (f) Does the reader of print present the aspect of "consumer"?

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McLuhan Proj. Contracts

October 13, 1959

Dr. Harry J. Skornia
NAED
14 Gregory Hall
Urbana, Illinois

Dear Harry:

Just a brief note at this time. I saw Wells Foshay in Washington last week but we did not have time to talk very much about the Understanding Media project. However, I have just written to him and asked for some of the objectives which Marshall says he can provide. It seems to me completely impossible to tell whether a week or two is a long enough period in which to get results which will hold up until we have a pretty good idea of what these objectives are --that is to say, until we know what kinds of behavior changes Marshall will be trying to make in the students.

I wonder too about this sudden new idea to try out the course on General Electric executives. It seems obvious to me that one does not teach in the same way to executives and to school children. The people at the Department of Health, Education, and Welfare don't give a damn about executives. This means that the children must be out primary interest at this time. If Marshall wants to piddle with executives, all right. But let's get the main show on the road first. In other words, it is going to be hard enough for him to finish one syllabus in the time allotted. If he tries to do two at once, or tries to make one which will do both jobs, I do not have much faith in what the result will be.

In addition to asking about objectives, I also took the liberty of asking Foshay how much time he would be willing to spend on this project. I would say that he should be used as much as he is willing to be used. In regard to the time of committee members, this depends upon whether you accept the recommendation that a full time research person be employed. If not, then you need a tremendous amount of consulting time. If you do, it could be fairly minimal. Pretty much the same sort of thing holds for the rest of the budget. It will make a tremendous difference if we are talking about an experiment in

Dr. Harry Skornia
October 13, 1959

contract

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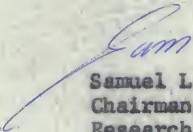
which the course runs a week or two with quite limited objectives or whether it runs for a semester and we really try to cover all of Marshall's objectives (or as many as we can understand). I see no way to come up with anything sensible until all of these things are known and a design is set up.

I am not sending Marshall a copy of this since time has forced me to be a bit blunt. I did drop him a note indicating that I had written to Foshay about objectives and that I think Foshay should be brought into the project as much as he is willing to be brought into. I would also say that Dick Evans should be pulled in as much as possible. He is a very sharp guy. Again, in both cases, this should be put on a professional basis. They ought to be remunerated for every hour they put in on the project, whether they are putting in that time at home, thinking and planning and writing or whether they are putting it in at meetings.

As I have indicated before, Harry, I do not want to seem to be trying to puncture this project. I think it could be tremendously interesting. I do think that we should be extremely careful though that we can deliver whatever we promise and that the project will be of the kind which will reflect well on the NAEB and on McLuhan.

Looking forward to seeing and talking with you in Detroit.

Best,


Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:ks
cc: William Harley

October 19, 1959

Mr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5
Ontario, Canada

Dear Marshall:

See you in Detroit. Too rushed to write at length.

MAEB has no money to put in project (we're close to "broke" in general fund right now). What I said we'd contribute is our people's time. Like last committee meeting, where, if we'd paid, it would have been \$800.00 or so. But we can't impose on these people much more for free either.

Will bring your letter along. Hope we have a moment to chat.

Could I combine meeting with you, and ^aChap Rainsberry wants me to meet with, both Friday night. My plane is due about 7:00 A.M. Saturday and I must be on it.

Regards,

Harry J. Skornia
Executive Director

HJS:jp

Media Study Project,
96 St. Joseph St.,
Toronto 5, Ont.,
October 15th, 1959.

Dr. Harry J. Skornia,
14 Gregory Hall,
Urbana, Ill.,
U.S.A.

Dear Harry:

Just had a note from Sam Becker who was reassured about the project by the enthusiasm of Wells Foshay whom he met in Washington last week. He says that the more we can use Foshay on a consulting basis the better. I shall be seeing Foshay more than once between the dates of October 20th-24th, and shall tell him of the limited consultant funds in my budget. I have no doubt that he would work his head off for free on this particular project, since its scope includes his own basic interests in research into the learning process. He is a man who is capable of real intellectual excitement and dedication, and I think he realizes that we are playing here with something very big indeed. I may have mentioned his phrase: "It is the only new thing in education in our time".

*No
Only
what
Committee
time
"given"*

You mentioned in our session with Walter Stone some months ago that the NAEB might be counted on for some consultant funds for this project. I am not one to press such matters at all so I shall say nothing to Foshay about any available funds over and above the \$1,000 in the budget. Perhaps I should ask him, however, what is his own opinion about the urgency of more extensive consulting. The fact that New York is so much handier than Houston or Iowa City is a factor, but only one factor in such decisions.

Forsdale has been extremely helpful and will continue to be so. Perhaps it would be possible to award a bit of consulting money to him, as well, later on. You are a better judge than I about the relevance of any further meetings such as we had in Chicago. I would prefer, myself, to make personal visits with the members of the committee.

You asked about Art Knowles' \$2,000. He has accepted the job with the University. I meet with him tomorrow morning, October 16th, over at the University. In order to secure a sizeable portion of his time and effort it may prove helpful to push up his payment somewhat, but I shall report on that a little later.

continued.....

As regards time for the project, I do not think that there is any doubt that a second year is strongly indicated, but I am going to proceed on the assumption during the next weeks that we are working on a one-year basis.

Yesterday I lunched with Gene Hallman who is Program Director of both Radio and T.V. for the C.B.C., and discovered that he has a considerable degree of understanding of this project and a whole-hearted feeling about its urgency with regard to the schools and public alike. He said he would discuss the possibilities of a practical involvement of the C.B.C. in the project with Rainsberry and Attridge. It was Rainsberry and Attridge (both Ph.D's. in English, and contemporary poetry at that) who were from the first keen about getting into the project, but who encountered budget snags right off. Hallman is in a much better position to make official C.B.C. commitments.

Appropos of my secretary, there is the fact of the Canadian exchange which slices off 5% automatically from any U.S. payments received here. So a renegotiation budget should take that factor into consideration and a slightly augmented salary would be extremely welcome to her. Moreover, I think she is going to earn it in the difficult days that lie ahead.

The airlines here tell me that with respect to an air credit card the natural and easy way is for the NAEB to apply for one for me through any American airline. You may have found there are some disadvantages in the use of a credit card, but if not and if it's convenient to procure me one it would seem to be an obvious way to simplify the bookkeeping problem of travel expenses as well as making for considerable convenience on my part.

AS4 The rental of office equipment up until now is this way: typewriter just under \$20 per month; tapes and transcribing equipment \$20 per month; phone \$10 per month (including inter-com); furniture (desk, chair, filing cabinet, etc.) \$30 for first three months, then \$20 for subsequent months.

I plan to be at the Detroit convention throughout. Would it be a good time to meet the Research Committee again? Am enclosing a copy of a typical kind of letter that passes between me and Wells Foshay. Looking forward to seeing you at the convention. I do not plan to fly back to Toronto, but would urge you to stay with us Friday night and not to hurry off Saturday if you can possibly manage to relax and chat a bit more. Also I want you to get acquainted with Corinne and the family. It would probably be possible to have some valuable conferences with other C.B.C. types at our home.

As ever, Marshall

Perhaps
casual
contact
best?

New Media Project,
96 St. Joseph St.,
Toronto 5, Ont.,
October 15th, 1959.

Prof. Arthur Wells Poshay,
Box 120,
Teachers College,
New York 27, N.Y.,
U.S.A.

Dear Wells:

Just had a note from Sam Becker who was much reassured about the project by his encounter with you in Washington.

Some new yardage on the code-language matter, as follows: The world of economic speculation has entered on this field under the label uncertainty economics. This concept, borrowed from Heisenberg, means the shift in economic thinking away from mechanical models and equilibrium notions to the world of actual change and development. It specifically involves being poised on the frontier between two orders of fact. Indeed it really means the end of economics as a specialist or water-tight area and it puts me in mind of that creative frontier between the worlds of code and language which implies a kind of non-committal to either area. Presumably the painter, for example, is one who lives poised on the frontiers of many kinds of spatial form, habitually translating one into another by way of discovering or releasing the properties back to each and this of course is parallel to the procedure of the physicist who bombards nuclei of unknown structure with those of known structure.

In a world of frontiers, political and cultural, we can observe the same release of creative perception or translation. We have now to reckon with our new world of multiple media which has succeeded the relatively closed monarchy of print (in which world we all now live) and which forms our perception and sensibility in a world of inter-penetrating experience from which unexpected forms are constantly emerging. Print itself becomes a means of playful activity when pushed in newspaper and advertising to its limits of technical stress (a fact which we played with in Explorations No. 8).

Is it not a well-established matter of observation that any form or technique when pushed to its limits constantly manifests characteristics quite opposite to the ones which it appeared ~~as~~ at first? This has often been thrust under my attention in media study where the development of the use of any form at all displays a reversal of rolls, as for example, roads at first made to bring the country to the city soon bring the city to the country when improved, and upon

continued....

further improvement become a substitute for the country. Over and over again a medium of communication will begin as a link between two areas gradually substituting itself as a rival reality making the previous two areas irrelevant. The newspaper is an obvious case. But the vacuum tube which began as radio and reversed itself into visual form, upon development, finds many parallels in our world. Even the ever-accelerating ease of travel tends toward a kind of stasis so that if one can proceed to Tokyo or Moscow or Paris in three or four hours the experience of travel is eliminated, and the purposes of travel are completely transformed.

This principle seems to me to apply to all electronic media as compared to the experience of reading and writing: "Much have I travelled in the realms of gold and many goodly States and Kingdoms seen". The relatively slow pace of reading not only created its own assumptions and attitudes toward learning, but all these must now be translated via the new media into totally new objectives for education and social order. One thing that I frequently ask myself is whether the irreducible component in education is articulation and verbalization. Since most experience is non-verbal is it inevitable that men should move toward the verbalization of these non-verbal aspects? Does not the French cuisine differ from ours precisely in having been long subjected to subtle verbalization. And a friend in New York who is an eminent wine expert insists that in testing wines among a group of people verbal agreement about the precise nuance of taste is not only possible, but indispensable to the recognition and enjoyment of the specific qualities and tactful dimensions of any wine.

Recently the electronic engineers have come up with the means of providing, by electric means alone, the specific flavours of food, drink and natural odours of all kinds. This I have not sampled. *Electronic music - The auditory equivalent?*

The matter of the role of verbalization in the training and perception of judgment would seem to be a key concern in this media project of ours. So I ask whether the power of verbalizing and discriminating the qualities of media experience is an obtainable object of the experiment in the classroom. Behavioral change resulting from new awareness of the nature and conditions of media experience could scarcely follow any one pattern. Is not then verbalization both a possible goal and a necessary control in the whole effort? I do not have in mind a verbal package to be delivered to the student. The last thing I want is for them to learn any formulas that would become a substitute for direct observation. In order to avoid that trap I hope to be able to set the syllabus in the interrogative mood.

continued....

McLachlan file

October 15, 1959

Dr. Samuel L. Becker
Executive Secretary
Television Center
State University of Iowa
609 10th Avenue
Iowa City, Iowa

Dear Sam:

Good for you! Glad you stand by your guns.

My fear re so many video tapes: Marshall would never get that many done (unless they were pretty inadequate). Or else there would be too many of them to test adequately on several different groups.

Like you, my fingers ache from being kept crossed on this. I do hope Foshay has specific items of testable nature.

As I expect you agree, I can't revise the contract, because I still don't know costs, etc. I agree it must include a qualified researcher on the team -- but am not sure they'd expand it that much; in that case we'd need to add researcher(s) on consultant basis.

You're no more tired of this than I, I assure you. Let's hope Marshall comes up with something soon.

Best,

Harry J. Skornia
Executive Director

HJS:jp

CC: Mr. William G. Harley

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS



NAEB

14 GREGORY HALL
URBANA, ILLINOIS
October 13, 1959

RECEIVED
NAEB HEADQUARTERS

OCT 14 1959

PM
7 58 AM OCT 14 1959

Dr. Harry J. Skornia
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

Just a brief note at this time. I saw Wells Foshay in Washington last week but we did not have time to talk very much about the Understanding Media project. However, I have just written to him and asked for some of the objectives which Marshall says he can provide. It seems to me completely impossible to tell whether a week or two is a long enough period in which to get results which will hold up until we have a pretty good idea of what these objectives are --that is to say, until we know what kinds of behavior changes Marshall will be trying to make in the students.

I wonder too about this sudden new idea to try out the course on General Electric executives. It seems obvious to me that one does not teach in the same way to executives and to school children. The people at the Department of Health, Education, and Welfare don't give a damn about executives. This means that the children must be out primary interest at this time. If Marshall wants to piddle with executives, all right. But let's get the main show on the road first. In other words, it is going to be hard enough for him to finish one syllabus in the time allotted. If he tries to do two at once, or tries to make one which will do both jobs, I do not have much faith in what the result will be.

In addition to asking about objectives, I also took the liberty of asking Foshay how much time he would be willing to spend on this project. I would say that he should be used as much as he is willing to be used. In regard to the time of committee members, this depends upon whether you accept the recommendation that a full time research person be employed. If not, then you need a tremendous amount of consulting time. If you do, it could be fairly minimal. Pretty much the same sort of thing holds for the rest of the budget. It will make a tremendous difference if we are talking about an experiment in

Dr. Harry Skornia
October 13, 1959

Page 2

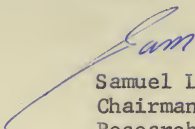
which the course runs a week or two with quite limited objectives or whether it runs for a semester and we really try to cover all of Marshall's objectives (or as many as we can understand). I see no way to come up with anything sensible until all of these things are known and a design is set up.

I am not sending Marshall a copy of this since time has forced me to be a bit blunt. I did drop him a note indicating that I had written to Foshay about objectives and that I think Foshay should be brought into the project as much as he is willing to be brought into. I would also say that Dick Evans should be pulled in as much as possible. He is a very sharp guy. Again, in both cases, this should be put on a professional basis. They ought to be remunerated for every hour they put in on the project, whether they are putting in that time at home, thinking and planning and writing or whether they are putting it in at meetings.

As I have indicated before, Harry, I do not want to seem to be trying to puncture this project. I think it could be tremendously interesting. I do think that we should be extremely careful though that we can deliver whatever we promise and that the project will be of the kind which will reflect well on the NAEB and on McLuhan.

Looking forward to seeing and talking with you in Detroit.

Best,



Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:ks
cc: William Harley

Sam Becker

Dele Evans

Marshall McLuhan

FYI

from Hsk.

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

October 14, 1959

Dr. Harry J. Skornia
Executive Director
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

RECEIVED
NAEB HEADQUARTERS

OCT 16 1959

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dear Harry:

Thank you for your letter of October 9 reviewing the progress made to date on the McLuhan project. It does, indeed, sound as if you are well on the way.

In answer to your question regarding budget, I would be inclined to recommend that we keep the project going under the arrangements made originally which call for negotiation in phases. However, I can give you the best answer to the questions raised when I see full details on what is likely to be involved.

Warren Seibert of Purdue has joined us as senior research coordinator and is doing a very fine job. When you are ready to get down to specific cases, I will refer the matter to Warren so that you can deal directly with him whenever the time comes. This transfer of responsibility means nothing other than that I am trying to redelegate as much responsibility as possible in order to be free to carry forward more general activities. So don't hesitate to call or write Warren at any time. If, however, there should ever be any problem or question which refers back to our original agreements and about which he may be concerned for one reason or another, please call me direct.

A number of things have been coming our way recently with regard to TV developments in the field which require more immediate knowledge and expert judgment than we have available. Therefore, if I may, I shall be calling you or coming to see you about some of these things in the near future.

Generally speaking, we are very pleased with the way things are going this Fall, and at this moment are generally optimistic about our financial situation.

Best personal regards.

Sincerely yours,

Walter

C. Walter Stone, Director
Educational Media Branch

96 St Joseph St
Toronto 5
Ontario, Canada
RECEIVED
NAEB HEADQUARTERS

OCT 14 1959

AM
7 8 9 10 11 12 1 2 3 4 5 6 PM

(2 copies)

Dear Harry

Hope the enclosed may help
somewhat, somewhere, sometime.
Hope also letterhead may appear
soon.

By the way, about my 96 St.
Joseph St address - Conference
with postal Superintendent revealed
that he used to be postman
on that route for 31 years.
He had called 96 St. Joseph St
no 2 Elmsley Place (it
faces 2 streets) all those years
and resented the 96 design-
nation. All is clear now.
Jack Ellery sent me a

brand new Ph.d. thesis
from Wayne on the whole of
"Television Research in the
Teaching-Learning Process,"
most helpful.

Harry, just imagine this entire
group of testers faced in 1500 AD
with the task of finding out whether
the new print form could rival the
old oral scholastic form of teaching
and learning. They would have found
that it could. But they would have
failed to notice that while they were
testing "content" the entire world had
been changed by the form. How can
we convey this fact to them? Be-
cause I know we need their help.
Even in print the main message is
non-verbal, namely the message of
repeatability. The message of

3
how to mobilize men and
resources in assembly and
assembled lines of marching
movable units. The message of
organization via fragmentation,
the message of calculus and of
statistics as well as of industry.
But ^{today} the new mathematics for
schools turns away from all
these centuries of visual organ-
ization towards number-theory
for kids. These math people I
find can get our ideas at once.
We can use 'em as major allies.

Headline, by the bye, on enclosed item,
represents the newspaper point of view,
unconsciously.

Blessings on your efforts Harry and
on you and your family
Yours normal

file

October 16, 1959

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5
Ontario, Canada

Dear Marshall:

Thanks for the excellent clippings. We'll try to get 'em around, where they'll do some good.

Glad the street address problem is all set. Sorry for printer's delay on the stationery. Will add P. S. on this. Tried to check by phone, but no one answered.

There may be some useful contacts at the Detroit Convention. Looks like a big registration. With the schedule I have of appointments, committee meetings, and details, also looks like another rat-race for me.

Best,

Harry J. Skornia
Executive Director

HJS:jp

P. S. Stationery and envelopes will be delivered to us on Tuesday, October 20. We'll get it right off to you.

NAEB
National Headquarters
14 Gregory Hall
Urbana, Illinois

October 9, 1959

Dr. C. Walter Stone, Director
Educational Media Branch
U. S. Office of Education
Department of Health, Education and Welfare
Washington 25, D. C.

Dear Walter:

Attached is a copy of my letter of today to Marshall. This is the first I've been able to get back to his project.

The meeting went well. However, since some of the people gave up consultant fees to come, we (the NAEB) will have to reimburse them in some way (outside the contract money from USOE). Travel only will be charged to the contract. Counting their usual rates, we had at least \$1,500 worth of consultation talent provided by the NAEB. All were in attendance except Harwood and Kumata. Grateful for Dick Evans. He got the project nailed down better than anyone.

If I may quote from Becker's letter to me (since I had to leave early the last afternoon):

"I was extremely pleased with the outcome of the meeting. Frankly, I was not overly optimistic when I started for the meeting but I believe that it proved to be quite fruitful. Not a great deal more was accomplished after you left. It was agreed that Marshall would develop a fairly complete and specific syllabus of the course and have it circulated to us by October 15th. This would also include a statement of the goals of the course which might provide ideas for the development of new kinds of instruments for measuring these outcomes. The next step, the development of a design, must wait upon our perusal of this material because the design cannot be developed without knowing the behavioral goals of the course - and we could not get Marshall pinned down much on this point Thursday. Once we get the syllabus, the following jobs must be done: outline of the experimental design including the samples to be used; the kinds of instruments to be utilized for the collection of data; a description of the sort of treatment the control groups get in order to counterbalance any Hawthorne effect; a careful development of budget, etc.

Dr. C. Walter Stone, Page 2, October 9, 1959

"The one major idea to come out of the afternoon session was a decision to put the major part of the course on videotape. This would provide much greater control. The plan is to have 45 30-minute videotape lessons, each of which is to be followed by 20 minutes or so of discussion and other experiences in each classroom. (This means about 3 class meetings per week for a semester.)"

(NOTE to Walter: see later quote in my letter. I hope this can be held down to less.)

It appears from all the above that we are getting closer to knowing the step-by-step approach; syllabus materials are being developed for review by the Committee; and by December 1 (the deadline I gave them) we hope to have a revised (higher) budget to submit, together with adequate explanatory supporting material, samples of procedures, etc.

I thought I should broach this to you. Do we submit the completed plan and revised budget for re-negotiation of the whole, for enlarged continuing funds, or on a whole new basis? Dick Evans, who has offered Houston's studios and videotape at cost, estimates that the whole thing is likely to run to some \$100,000 before it's through (figuring a two-year period). I'd hope we can keep on some sort of continuation basis -- since otherwise it could run to still more, and be slowed down greatly.

On testing, too, we're going to be in pretty fair shape. Quoting from Marshall's letter to me, regarding a meeting he had just had with Arthur Wells Foshay ((with Louis Forsdale present part of the time; and Tom Bledsoe (Council for Basic Education) whom you may know, also present for a while)):

"I explained the proposal of Sam Becker's committee that I prepare a syllabus, at once, for experimental teaching in a variety of classes. (I asked at General Electric Management Centre whether they would consent to try out the syllabus among their executive training classes, and they said it was entirely agreeable to them. This would mean having an adult group of august dimensions indeed.)

"Foshay saw no difficulties in this pattern and said that he would be glad to provide a list of objectives in the course that would be feasible for testing, since he understands my approach on my terms and is willing to translate it into tester terms. But he emphatically assured me that there was no need to use the syllabus for any such period as a full semester in order to have what he called K.O.R. (Knowledge of Results). He insisted that one or two weeks, at most, would give adequate K.O.R. He said it would mean teaching and testing single concepts of a medium or of the interaction of two or more media.

Dr. C. Walter Stone, Page 3, October 9, 1959

"I shall go to work at once on drafting the syllabus, and when some sample pages are available, I shall send copies to you and all of the members of the committee for appraisal and suggestion and, in the meantime, I shall hope to correspond with Foshay on the subject of the K.O.R. by means of relatively short teaching efforts. His replies I shall ask his permission to circulate among Sam Becker's committee.

"Foshay is really quite pepped up about this whole project and has said many times that it is the only new thing in education today."

This gives you, I hope, evidence of considerable progress. The whole idea is so new; it does require a good deal of preliminary sampling, both of materials and procedures, to work out. If there's any other data you need on this, for report purposes, let me know. And I'd be grateful for your reaction to our queries about the revision which will now be necessary.

Our very best,

Harry J. Skornia
Executive Director

HJS:JO

CC: Sam Becker
William Harley

William Harley

NAEB
National Headquarters
14 Gregory Hall
Urbana, Illinois

October 9, 1959

Original
Dr. Marshall McLuhan
96 St. Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

After end-to-end trips (New York - Denver at al) I'm able to get at your letter. Before I try to re-negotiate the contract, I'll need something more definite than I now have. I'm through negotiating on the basis of uni-lateral (wrong) guesses. Hence, these questions for your and/or Sam:

- How much would we need for Foshay as a Consultant?
- How much for Committee members for Consultation, as well as travel? (We've so far, I'd guess used between \$300 and \$1,000 of your \$5,000 travel fund, but none of your \$1,000 Consultant funds. If we'd paid any of Committee we'd virtually have exhausted this in one meeting. But we can't expect too much from them for free, beyond what they've done, and the percentage the NAEB gets would likewise soon be gone. We need to come up with realistic guess at say \$900 travel plus \$100 per man, for subsequent meetings. How many? How much more is needed for Art Knowles? Is secretary's salary okay by her?

Before I re-negotiate, I need a whole new budget, in other words. I had hoped for this from meeting, but know how things go. Maybe you should visit Sam and/or Dick Evans at their shop to work this out. Meanwhile I can only tell Stone generally that we'll need more, without saying how much more, or how much time; he'll then say he'll wait until definite figures are available. This too should be nailed down.

I tend to agree with Foshay that briefer tests should suffice. But glad to have this from one as wise as he is.

Any word yet what GEC can or will do? The GE agreement to try out your syllabus is a fine contribution.

Dr. Marshall McLuhan, Page 2, October 9, 1959

Re Burns at Detroit: I'd suggest you write him in advance, about your project, and see if you can talk to him. I've so many appointments now you'd better not count on me. Will you be on the charter flight to Toronto? I'm staying overnight there for a meeting Rainsberry has set up, and leaving Saturday morning.

Your stationery is due off the press in a few days. We'll rush, as soon as received.

Best wishes,

Harry J. Skornia
Executive Director

HJS/dp

cc: Sam Becker
William Harley ✓

October 9, 1959

Dr. Marshall McLuhan
96 St. Joseph Street
Toronto 5, Ontario, Canada

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Executive Director

HJS/dp

cc: Sam Becker
William Hurley

blcc: C. Walter Stone

McLuhan

October 9, 1959

Dr. C. Walter Stone, Director
Educational Media Branch
U. S. Office of Education
Department of Health, Education and Welfare
Washington 25, D. C.

Dear Walter:

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Dr. C. Walter Stone, Page 3, October 9, 1959

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Our very best,

Harry J. Skornia
Executive Director

HJS:JO

CC: Sam Becker
William Harley

September 21, 1959

Dr. C. Walter Stone, Director
Educational Media Branch
U. S. Office of Education
Department of Health, Education and Welfare
Washington 25, D. C.

Dear Walter:

Herewith an informal report on our two Title VII Projects:

1) Meeting on Regional and State Networks.

Conference held, we believe successfully. Expense vouchers from participants are coming in. Proceedings are expected from stenotypist within the next ten days. We expect a good report. We had fine cooperation. The project, so far, is on schedule, and seems to promise well.

2) Molahn Project.

I'll be on the road between now and October 2, or I would delay this report.

A meeting with the NED Research Committee and Dr. Molahn is scheduled for September 23 and 24, following some preliminary investigations and steps.

We hope, at this meeting, to go over with Dr. Molahn proposed procedures to be followed in the development of this project during the next few months. All staff members for the project are on the job, and we have high hopes for this project.

Dr. C. Walter Stone, Page 2, September 21, 1959

If, following these meetings and preliminary steps, the project in any way does not live up to promise, we shall not hesitate to recommend the cancellation of the contract. We hope, however, that this will not be necessary.

Further details on this project will be available and will be forwarded shortly after October 1, as stated. However I did not want to miss the October 1 deadline for this report.

Sincerely,

Harry J. Sherrin
Executive Director

HJS:JO

CC: Dr. Marshall Melcher
Dr. Sam Becker
Mr. William Hurley
Dr. John Schramm
Mr. Jack Halvick

STATE UNIVERSITY OF IOWA

IOWA CITY

Television Center

September 28, 1959

Dr. Harry Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

Enclosed are my expenses for the recent meeting of the NAEB research committee in Chicago.

Transportation by plane (Receipt enclosed)	\$34.32
Hotel (Receipt enclosed)	10.00
Bus to and from airport	2.90
Cab for all of us back to hotel Wed. night	2.50
Tips for bellhops and checking	.75
Food	<u>13.57</u>

\$64.04

Done
" I was extremely pleased with the outcome of the meeting. Frankly, I was not overly optimistic when I started for the meeting but I believe that it proved to be quite fruitful. Not a great deal more was accomplished after you left. It was agreed that Marshall would develop a fairly complete and specific syllabus of the course and have it circulated to us by October 15th. This would also include a statement of the goals of the course which might provide ideas for the development of new kinds of instruments for measuring these outcomes. The next step, the development of a design, must wait upon our perusal of this material because the design cannot be developed without knowing the behavioral goals of the course - and we could not get Marshall pinned down much on this point Thursday. Once we get the syllabus, the following jobs must be done: outline of the experimental design including the samples to be used; the kinds of instruments to be utilized for the collection of data; a description of the sort of treatment the control groups get in order to counterbalance any Hawthorne effect; a careful development of budget, etc.

Copy
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(NOTE to Walter: See later quote in my letter. I hope this can be held down to less.)

October 9, 1959

Mr. Richard I. Evans
Department of Psychology
University of Houston
Cullen Boulevard
Houston 1, Texas

Dear Dick:

Thanks so very much for your help with McLuhan, your contributions to the project, and your letter. I'm sorry I've been too busy to write earlier, though your voucher was put through at once -- and I hope you have your money. If you don't (soon) let me know and I'll jog our Treasurer.

I've asked Stone the questions you raised -- re re-negotiation versus starting over. No answer yet.

Sure glad you showed up, Dick. No one put it on the tracks as you did. Our grateful thanks.

Sincerely,

Harry J. Skornia
Executive Director

HJS:JO

E. Evans

UNIVERSITY OF HOUSTON
CULLEN BOULEVARD
HOUSTON 4, TEXAS

DEPARTMENT OF PSYCHOLOGY

September 29, 1959

Dr. Harry J. Skornia
Executive Director
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

I was very pleased that we were able to get the NAEB Title VII research project down to a reasonably operational level. Now, Marshall should get the syllabus of the "Teaching Perception of Media" in shape for forty-five 30-minute video-taped presentations. I believe our deadline on this was December 1. After examining the content of the syllabus, the evaluation problem will be more clearly defined and the final form of a defensible research design can be fashioned.

As I see it, there are two possibilities as far as the Office of Education is concerned: (1) The research design and a budget encompassing the necessary continuation funds could be more or less informally submitted to Walter Stone. The question is, could they automatically authorize continuation funds which could conceivably run as high as \$100,000 (depending on the elaborateness of the tape productions and the size and geographical location of the samples of high school students to be used) without board approval or (2) they might want the new research design to be resubmitted as ostensibly a new project to be competitively evaluated. If this latter is correct, then the job of developing the research proposal would be a much greater one than under (1) above. At any rate, the meeting was interesting and I think your presence there provided a valuable cohesive element, not to mention, of course, an interesting participant as well.

As you requested in Chicago, the following items are a breakdown of expenses on the trip: (find appropriate receipts enclosed)

Round trip 1st class air fare, Houston-Chicago	\$156.97
Hotel	23.60 - Phone 60
Meals	16.00
Cab fare	19.00
Tips, miscellaneous	4.50
Total	\$220.07

done
Russ

I hope that all went well on your New York trip. Glad that we got the

Page missing!

96 St. Joseph St.,
Toronto 5, Ont.,
October 1st, 1951.

no!
RECEIVED
NAEB HEADQUARTERS

Dr. Harry J. Skornia,
14 Gregory Hall,
URBANA, Illinois,
U.S.A.

See p. 3
Re RCA

OCT 5 1959
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dear Harry:

To-day arrived a note from Irv Merrill to re-assure me lest I had felt there were some antagonisms toward me in the committee. Actually, I enjoyed myself quite well and, as you know, my one concern is to get the utmost help from the committee and to provide the maximum in exciting material and project to be tested.

The Chicago meeting assured me that I can work quite happily with the committee, and can learn a great deal from them.

Having to speak at the General Electric Management Centre right after the Chicago meeting, I hastened on to New York to confer with Wells Foshay. We had several hours together and some of them were spent with Louis Forsdale also being present.

" I explained the proposal of Sam Becker's committee that I prepare a syllabus, at once, for experimental teaching in a variety of classes. (I asked at General Electric Management Centre whether they would consent to try out the syllabus among their executive training classes, and they said it was entirely agreeable to them. This would mean having an adult group of august dimensions indeed.)

Copy
only
check
2 p. 5
&
2 on
next
page
" Foshay saw no difficulties in this pattern and said that he would be glad to provide a list of objectives in the course that would be feasible for testing, since he understands my approach on my terms and is willing to translate it into tester terms. But he emphatically assured me that there was no need to use the syllabus for any such period as a full semester in order to have what he called K.O.R. (Knowledge of Results). He insisted that one or two weeks, at most, would give adequate K.O.R. He said it would mean teaching and testing single concepts of a medium or of the interaction of two or more media."

continued...

As it happened, this crucial matter only came up at the very end of our visit, and the rest of our long conversations tended to analyze all media study procedures in which he has become deeply interested.

Let me emphasize that one of the matters that excited his interest most was my point that it is possible to distinguish between a code and a language in terms of the moment of saturation in learning, and that this moment can be detected when a child is prepared to play with meanings and sounds and words. This moment of betwixt and between is, of course, the world of Lewis Carroll and Edward Lear.

We discussed at some length the language saturation theory as it concerns the whole language of media and I suspect that the entire body of data that Foshay has covered with regard to learning theory is relevant to the Understanding Media project. I hope, very much, therefore, that some means can be found to retain him as a fairly frequent consultant to the project on an official basis.

I shall go to work at once on drafting the syllabus, and when some sample pages are available, I shall send copies to you and all the members of the committee for appraisal and suggestion and, in the meantime, I shall hope to correspond with Foshay on the subject of the K.O.R. by means of relatively short teaching efforts. His replies I shall ask his permission to circulate among Sam Becker's committee.

Foshay is really quite pepped up about this whole project and has said many times that it is the only new thing in education to-day. My own way of phrasing it would be perhaps that Dewey was right in his over-all awareness of the educational needs of our century, but that his entire absence of knowledge of educational media, including the written word, deprived his program of any effective means of implementation. He was too early to have had the obvious media facts thrust under his nose, over and over again, as we have!

A bit of luck occurred when Tom Bledsoe, new head of the Council for Basic Education turned up in New York in time to meet Foshay. I discovered from Foshay that the Bledsoe's Council is dedicated to the destruction of Dewey and all educationalists, and I may be the means of reconciling these ancient enemies. Certainly, Bledsoe understands my media approach and is quite able to see how it complements Dewey and he is in the best possible position to resolve the squabble between his council and the teachers college world. If you don't know Bledsoe's background, it is briefly as follows:

University of Illinois, graduate in English Literature which he taught in various universities; then college editor of Rinehart Books and college editor of Knopf whence he was hoicked to the editor of Beacon Press where he set up their wonderful paper back series; then he thought he would take a shot at independent publishing as founder of Arlington Books Inc., and now he has just moved to Washington as head of council

continued...

for basic education. Bledsoe may not be quite the key figure that I hoped, but his enthusiasm for my efforts plus his many, many contacts suggest that he be kept in mind.

For the next two weeks I shall proceed with a syllabus in order to have sample materials in the hands of the committee in lots of time for meeting our December 1st deadline with a test design. Also, I shall send some of this material to Foshay, since his deep interest in the effort is quite independent of any prospect of being taken on as a paid consultant.

Now that I am back on base, I shall keep in closer touch with you, although it does happen that I have not been able to shake off the miserable virus that I had when I was in Chicago and may have to take a bit of a rest.

I especially look forward to seeing Burns of R.C.A., at the NAEB meeting. Let us by all means get the full story from him about the playback for video tape, because if it comes within ordinary price range at all--say \$500 or less--it will land us in the middle of a more intense phase of the ETV revolution than has been foreseen. As we discussed it in Chicago, it means for one thing the loosening up of all the rigidities caused by channels and schedules. It is the ultimate in decentralized individualistic use of what has up to now appeared as a mass medium. It is a turn of events not unlike the sudden shift from medieval oral teaching in the university to the silent private use of the printed book at times and places of one's own choosing. It would have the same effect on TV that TV had on radio in bringing out the personal and private aspects and the effect on study programs would be speeded up very much. Perhaps we ought, therefore, to concentrate this media project consistently toward a processing of the syllabus materials in video tape form. Perhaps you yourself, or both of us, might make a personal approach to Burns before the NAEB meeting in order to find out how much thought he has given to the educational consequences of his new gimmick. For, in one sense, it renders existing educational procedures obsolete--almost across the board.

At General Electric Management Centre, last Monday, I referred to Burns' announcement of this project pointing out that it would shake the production and marketing procedures of all electric equipment as nothing had ever done.

I happened to have lunch with the head of the lamp division of General Electric and asked him, casually, whether there were literature on lighting as a media of human communication. It had never occurred to him to think of

continued...

lighting as a form of communication, and he said there was no literature on the subject that he knew of. Here is a clear-cut instance of the failure to understand that communication can be non-verbal whether it is a building, or a painting, or a musical composition. But I probed a little more with our lamp man and he cited the switch to three dimensional lighting as the main change in recent years, and I pointed out to him that this was the basic change that had occurred in many other fields, namely: the shift from light on to light through. In the same connection, I have recently stumbled on a good many relevant insights into the significance of the small car, and the reasons for the decline of popularity of the older models. In a word, the small car is not primarily a visual thing in its appeal, but appeals to all of the senses at once, providing satisfactions for tactual, kinesthetic, and auditory all-at-onceness, as opposed to the pictorial package job with its primary eye-appeal and with its promise of enclosure in an attractive package for the occupant. In other words, the small car is an extension of oneself, and the big car tends to be the container of the occupant. This, of course, is the same trend that is the basis of our own media study project in which we turn away from primary concern with the so-called content of media.

I shall drop separate notes to Sam Becker and Irving Merrill and shall move ahead, as fast as possible, with the syllabus.

Most cordially,

Marshall

HMM/RN

~~H. M. McLuhan.~~

P.S. Hope the letterhead comes through very soon. Art Knowles of the Ottawa Film Board appears to be our Research Assistant and I hope that when the contract is renegotiated that we can find a little more money for him.

File - McLuhan

HJS:

FVI

HEH

air

September 29, 1959

Mr. Robert Coleman
453 Rosewood
East Lansing, Michigan

Dear Bob:

Marshall McLuhan has written requesting that his salary checks be sent as follows: (With the checks made out to McLuhan.)

The Bursar
St. Michael's College
University of Toronto
Toronto 5, Ontario, CANADA

As you know, his check for September will be reduced by the \$500 advance you sent him earlier.

Cordially,

Harold E. Hill
Associate Director

HEH:JO

CC: Marshall McLuhan

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

SPECIAL STUDY PROJECT - UNDERSTANDING NEW MEDIA

NAEB

address reply to:
Marshall McLuhan
Project Director
96 St. Joseph Street
Toronto 5, Ontario, Canada

Dear Harold this ^{just arrived from Harry.}

It is fine. shall leave it to your judgement.
Am not sure how useful is the phrase "SPECIAL
STUDY." Why not simply "PROJECT FOR
UNDERSTANDING MEDIA"? Also,

"New media" sort of knocks point out of the
set-up. But, if you see advantages in ~~the~~
leaving Harry's suggestions unaltered, I can see
no real disadvantages.

Would be
on regulation
bond instead of
tissue.

(over)

Made out
to Marshall
McL.

my personal salary had best be sent to
St. Michael's college Harold, since ~~the~~ can
handle various Canadian tax items more
easily that way. The address: The Bursar
St. Michael's College
Univ. of Toronto
Toronto 5.

Mc Intan Project

September 25, 1959

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

In Harry's absence from the office, I am passing along some information received from Ken Harwood.

He suggests that it may be helpful for you to review the summary of research in audio-visual media that may be obtained upon request from its author, Dr. William Allen, System Development Corporation, Santa Monica, California.

Cordially,

Harold E. Hill
Associate Director

HEH:JO

CC: Dr. Kenneth Harwood
Dr. Sam L. Becker

UNIVERSITY OF SOUTHERN CALIFORNIA
UNIVERSITY PARK
LOS ANGELES 7

September 21, 1959

RECEIVED
NAAB HEADQUARTERS
SEP 24 1959
AM 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 PM

Dr. Harry Skornia
National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

In response to your hectograph of September 15th to McLuhan, it may be helpful for him to review the summary of research in audio-visual media that may be obtained upon request from its writer, Dr. William Allen, System Development Corporation, Santa Monica, California.

Hope you had a good meeting with the Research Committee. Wish I could have been with you.

Cordially,



Kenneth Harwood, Head
Department of Telecommunications

KH:sp

Airmail

CC: Professor Samuel Becker

COPY

September 21, 1959

Dr. C. Walter Stone, Director
Educational Media Branch
U. S. Office of Education
Department of Health, Education and Welfare
Washington 25, D. C.

Dear Walter:

Herewith an informal report on our two Title VII Projects:

1) Meeting on Regional and State Networks.

Conference held, we believe successfully. Expense vouchers from participants are coming in. Proceedings are expected from stenotypist within the next ten days. We expect a good report. We had fine cooperation. The project, so far, is on schedule, and seems to promise well.

2) McLuhan Project.

I'll be on the road between now and October 2, or I would delay this report.

A meeting with the NAEB Research Committee and Dr. McLuhan is scheduled for September 23 and 24, following some preliminary investigations and steps.

We hope, at this meeting, to go over with Dr. McLuhan proposed procedures to be followed in the development of this project during the next few months. All staff members for the project are on the job, and we have high hopes for this project.

Dr. C. Walter Stone, Page 2, September 21, 1959

If, following these meetings and preliminary steps, the project in any way does not live up to promise, we shall not hesitate to recommend the cancellation of the contract. We hope, however, that this will not be necessary.

Further details on this project will be available and will be forwarded shortly after October 1, as stated. However I did not want to miss the October 1 deadline for this report.

Sincerely,

Harry J. Skornia
Executive Director

HJS:JO/dp

cc: Dr. Marshall McLuhan
Dr. Sam Becker
Mr. William Harley
Dr. John Schwarzwaldner
Mr. Jack McBride

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

August 12, 1959

Dr. Herbert Marshall McLuhan
Consultant to the NAEB
National Association Education Broadcasters
Urbana, Illinois

Dear Dr. McLuhan:

May we ask your help?

Looking ahead to an October meeting of the Advisory Committee on New Educational Media, some Committee members have suggested their need to have available, a "brief review of each project and how its work is progressing."

We realize the difficulty of providing very much in the way of detailed information at this point, and do not wish to impose the burden of any special reports at this time. We should, however, be most grateful to receive a few lines from you on or before October 1 concerning the progress you have made to date either in planning or actual work.

Please do not feel obligated to draft a lengthy statement. Simply cover information you believe would be useful to the Committee. We shall be most grateful for your comments.

Thank you for giving this request your attention.

Sincerely yours,

C. Walter Stone

C. Walter Stone, Director
Educational Media Branch

note date
RECEIVED
NAEB HEADQUARTERS

AUG 15 1959

AUG 15 1959
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STATE UNIVERSITY OF IOWA
IOWA CITY

DEPARTMENT OF SPEECH
AND DRAMATIC ART

COPY

September 18, 1959

Dr. Marshall McLuhan
29 Wells Hill
Toronto, Ontario
Canada

Dear Mac:

Harry's recent letter has stimulated the following thoughts - for whatever they may be worth.

It seems to me that this research must proceed in two steps, indicated by two different kinds of questions.

1. One must first ask the kind of general question which Harry S. has suggested - i.e., How is an individual affected by the same content received via different media? The kinds of answers one gets to this question are dependent on where and how he observes. There are obviously an infinite number of kinds of effects. In general, one can only "see" those which he looks for. This is why it is so important in research that one have a McLuhan around who has a great deal of insight. One cannot stop with these observations however. They could be a chance occurrence. They may be caused by something other than what the observer thinks causes them. They may be "real" only within the observer. This step of the research must lead to the next step in which one tests the hypotheses growing out of the above.
2. E.g., if the same crime story is communicated through both radio and television to fifth grade youngsters, those who hear the story only will be affected to a greater extent in this specific way.

In other words, I think I am saying that in the first phase of the study one must ask what are all of the unique "messages" of each medium. In the second phase, one must compare media to see if, in a controlled situation, one can actually attribute specific messages to specific media.

Dr. Marshall McLuhan
September 18, 1959

Page 2.

I wonder whether we ought to concentrate on differences between the media now rather than historical developments? I am not sure. It seems to me, however, that one must avoid trying to do everything so that he winds up with a shallow report that adds nothing to knowledge. I would think that at this point the historical material is less useful to the point of the project -- except in those cases where it definitely provides clues to media differences today. It would be a mistake to worry too much at this point about the materials to be tested or the populations on which to test them. I feel that one must define the hypotheses to be tested.

Best,



Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:rw

cc: Dr. Harry Skornia

STATE UNIVERSITY OF IOWA
IOWA CITY

DEPARTMENT OF SPEECH
AND DRAMATIC ART

COPY

September 16, 1959

Dr. Marshall McLuhan
29 Wells Hill
Toronto, Ontario
Canada

RECEIVED
NAEB HEADQUARTERS

SEP 17 1959

Dear Marshall:

AM
7:8:9:10:11:12:1:2:3:4:5:6 PM

Thank you for your letter and discussion of the project. Rather than trying to reduce this discussion to a page or two as you suggested, I have taken the liberty of having the entire thing reproduced and I distributed it to each member of the committee to read prior to our meeting. I believe that this will be helpful. However, there is still something in addition which I believe would be even more helpful. I do not know whether you retain copies of the letters which you write but in your letter to me dated July 1, 1959, on pp. 3-4, you set down a list of the questions which you might explore concerning the typewriter. It seems to me that this list of questions, better than anything else, clarifies the sort of hypotheses or hunches you have about the typewriter medium and the kind of information which you want to obtain. If you could do this same thing, as completely as possible, for each of the media which you plan to consider in this study, we would have a big start. This is where the committee can be of most help -- helping with ideas on how data can be obtained on specific questions. This would also clarify the questions which are testable in the way you and Harry suggested on p. 7 of the proposal which went to the Title VII people.

I realize that all - or many of these questions can be dug out of the discursive papers which you have written on the media but I am afraid that we run too great a chance of many of your questions and hunches being overlooked unless we get them down in sort sort of systematic fashion.

I hope that I am not being too demanding or that I am not too far off base. I certainly am not trying to tell you how to run your show - you know far more than I do about what it is you want to find out and how to do it. I am trying to suggest ways in which people like myself can be of most help to you and ways in which we can make our Chicago meeting as fruitful as possible. There will probably not be time for you to do the above, get it to me, and have copies run off here for distribution. Would it be possible for you to have copies made at your place (if you think the above is reasonable) and distribute them to the

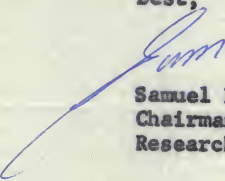
Dr. Marshall McLuhan
September 16, 1959

Page 2.

committee at the beginning of our meeting in Chicago? Each member would then have it as a reference.

Looking forward to seeing you next week.

Best,



Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

cc: Dr. Harry Skornia

September 15, 1959

*Sample of my
multi page
directions*

Dr. Marshall McLuhan
96 Saint Joseph Street
Toronto 5, Ontario, Canada

Dear Marshall:

Before we meet in Chicago, I thought I should put down all the ideas I can summon. (I trust you all have made your own hotel reservations. We didn't, not knowing who was for sure arriving, and certainly not knowing when.)

They aren't very good, I fear, since I've been out of research methods and materials for so long; but if we all will come up with what we can, perhaps we can edge this a little closer to the "apron," so we can soon hear you "take off." Yesterday was my first day in the office, after our Washington Conference, preparations for which took most of my time, or I'd have done this sooner.

In your piece to Sam you mention Galbraith. Let me use another analogy with his Affluent Society. He sees the Conventional Wisdom (the traditional though false concepts of the basis of our economic system) just as you see the conventional wisdom regarding the role and inter-relationships of media. Galbraith's weakness is that, fine as his arguments are, he has no way of proving or demonstrating all this. That's why we have to develop demonstrations and proof, which people can understand. Lots of people like me believe you; but now show educators and others what you mean.

Hence the need not only to know where to start (itinerary, cooperating groups) but also with what? What films, kines, audio tapes exist, of things also existing in print, to cross-test? Won't you have to start first with different media versions of the same things (information, art and imagination, personality-impressions, etc.)?

Dr. Marshall McLuhan, Page 2, September 15, 1959

The problem will be, as each message-via-a-media is presented, to be able to observe, measure and record what happens to the recipient's mind (emotions, attitudes, etc.). How do we measure the subliminal effects you speak of? Does advertising provide clues? Electrode testing? Interviews? Psychiatric techniques?

I don't think the job you can do at first will be perfect. There will be carpentry. But it should be as valid as integrity can make it. Students and teachers can be given some scales on the basis of which to record parallel impressions, deviant ones, and frankly "mutations," which are particularly important.

Broadly, the United States is confronted with the problem of education in a multi-cultural world. Yours is the problem of the identification of messages and conditioning in a multi-media world.

When I was a graduate student, studying under native French professors, we used the "explications de textes" procedure. We tore apart, analyzed, etc. But all we discovered were the material and intellectual ingredients. We saw the parts, but not the gripes that made them a great unit. I think we need to insure measuring the whole as well as the parts in this project -- preserving the total mosaic, as you call it. (What tests (researchers can, I hope, tell you) exist which come closest to being able to measure what I've been talking about?

Maybe the project can come up with some which advance the cause of testing and measurement -- which now is too print-based in orientation. Any ideas, anyone? How is a stained glass window (light through) different from a painting, photograph (light on), etc.?

How is a reader-viewer-listener affected by the best possible description of an actual murder (or any other actual objective event or case):

- via TV?
- via the newspaper?
- via radio?
- via film?
- via still photos?

Which media most "shocks" -- or lends itself to analysis of motives? Why?

Dr. Marshall McLuhan, Page 3, September 15, 1959

If any of you have better ideas, out with them! But we'd better get going!

How does a statement of an objective fact fare when:

- presented by a good reader via radio?
- presented by a bad reader via radio?
- presented by a strong personality via TV?
- presented by a weak or antagonistic or sympathetic personality via TV? Via film? Via film or videotape? Live?

Variants on this can extend into Time-style journalism, reporter style, etc.

What is new (as perceived -- or as identified with help by you, digging below the surface of consciousness at first, perhaps in interview) in each variation -- in the conditioning, effect on attitude, affect, information focus, etc.? To what extent does education in one medium strengthen (or weaken) the understanding of all media, anyone, and vice-versa?

How effective is each medium in expressing cordiality, hospitality, innuendo, defense (against persecution), etc.? Are people convinced (in each and to what degree) or persuaded by facts, or the medium, or emotion, etc.?

We're less interested in how much more fact one medium can carry than another than what differences, or distortions occur. What incentives to further investigation or action? And how does each affect attitudes (toward the fact, the subjects in it, the relator of them or the teacher, personally and as a representative of a profession)?

How do the various media compare in transmitting transnational ideas, crossing language barriers, transmitting emotional content (the basis of many decisions today), prejudice, aesthetic experiences, etc.? In which does the listener-reader-viewer seem to supply the most from inside himself, to round out the picture? How "adequately" in each case? Which are we proudest to understand? How (on the basis of electrode or metabolic measurement) does the body react to solving a problem presented by each? Can we record the energy expended in viewing, listening, reading different types of materials? What does

Dr. Marshall McLuhan, Page 5, September 15, 1959

Have you followed up on groups at Boston (Ralph Garry), Minneapolis-Saint Paul, etc.? I think you might drop in on Dr. Anna Iyer (DAVI, Washington) and some other film people, besides the Ayenholms, GI, etc. No GI: maybe Paul Chamberlain (in DTV) could help, with your other contacts.

I don't think the government would like funds from this project to be used to pay people in industry, or for projects in industry. Would they cooperate without charge? (Some consultant fees, of course, could be paid.)

(While I'm at it, I left your stationery reading "New" Media, since Title VII is a New Media development project.)

At Chicago I hope you'll have proposals of:

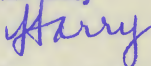
- 1) Where you can start (maybe on the basis of a few phone calls you can make), i.e. in what cities or projects. We'll add to, but shouldn't have to start this list.
- 2) What materials are available to start with (we'll add all we can, won't we, Researchers?) as subject matter?
- 3) Some outlines of procedure. (The kids sit there. Then what?)
- 4) Ideas of available and new test materials and procedures: written, interview, electrical, etc.

I hope this, when implemented by the fine Research people we have, gets us off the ground.

WILL MEMBERS OF THE RESEARCH COMMITTEE WHO CAN'T BE AT THE MEETING (ILLINOIS CENTER, LA SALLE HOTEL, SEPTEMBER 23 & 24) PLEASE TRY TO GET US SOME SUGGESTIONS ON THESE POINTS? WE NEED YOUR HELP.

Thanks to you all, and to you, Marshall,

Our best,



Harry J. Skornia
Executive Director

HJS:JO

CC: William Herley
NAEB Research Committee
Richard Hull
Keith Engar

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

NAEB

14 GREGORY HALL
URBANA, ILLINOIS

September 10, 1959

RECEIVED
NAEB HEADQUARTERS

SEP 11 1959

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Dr. Harry J. Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

Our meeting with Dr. McLuhan will be held at the LaSalle Hotel in Chicago Wednesday, September 23rd and Thursday, September 24th, beginning at 11:30 A.M. on the 23rd in the Illini Center on the 20th floor of the hotel. Please pay for your transportation and make your hotel reservation and we will have vouchers there for you to sign for reimbursement. This trip should not be tax free.

I would appreciate a note or postcard letting me know whether you will be able to attend. I certainly hope that you can make it. We will break up early enough Thursday afternoon to permit you to catch a train or plane home that evening.

Best,

Sam
Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

cc: Research Committee
Dr. Marshall McLuhan

*I realize that
this but I wanted you to know all
time. We are starting late in
a.m. so that you can be
there*

TELEVISION CENTER

State University of Iowa
Iowa City

August 24, 1959

RECEIVED
NAEB HEADQUARTERS

AUG 25 1959

AM
7/8/9/10/11/12/1/2/3/4/5/6
PM

Dr. Harry J. Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

The NAEB research committee meeting with Marshall McLuhan has been definitely set for the 23rd and 24th of September. I am sorry that we were not able to find a date that would be satisfactory for all of you but our schedules seem to be too heterogeneous.

Will send details on the hotel, vouchers, etc., soon. Hope that you can make it.

Best,

Samuel L. Becker
ms

Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

8-0511
24 2604

August 20, 1959

Dr. Samuel L. Becker
Executive Secretary
Television Center
State University of Iowa
Iowa City, Iowa

Dear Dr. Becker:

Although Dr. Skornia is away from the office on a short vacation, I talked to him by telephone yesterday and mentioned to him your letter of August 17 concerning the meeting of the Research Committee with Dr. McLuhan. Although Dr. Skornia will be leaving September 27 for a UNESCO meeting in Denver, Colorado, he can attend your committee meeting on September 23 and 24 if it is held in Urbana, or fairly close to Urbana.

Dr. Skornia mentioned that he thought you were very right in wanting Dr. McLuhan to set down his ideas in writing and suggested that you contact Dr. McLuhan to that effect.

Sincerely,

(Mrs.) Rose Schmidt
Secretary

RS/dp

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

NAEB

14 GREGORY HALL
URBANA, ILLINOIS

August 17, 1959

RECEIVED
NAEB HEADQUARTERS

Dr. Harry J. Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

AUG 18 1959

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Dear Harry:

Am having a terrible time trying to find a date on which we can get a quorum of the research committee together with Marshall. The 23rd and 24th of September are impossible for Harwood and difficult for Evans. I have not heard yet from any of the other members. Evans would prefer that we move the meeting over one day and make it the 24th and 25th of September. Harwood could not meet until some week-end in October. It seems to me that we must meet either the 23rd and 24th or the 24th and 25th of September or during or just prior to the NAEB convention as difficult as this might be. Do you have any reactions to these? Actually, the more we go around and around on trying to find a date the more I am of the mind that it might be best to stick with the 23-24 dates and those who cannot come simply will not be there.

It occurred to Harwood and me, as we talked on the phone, that it would be extremely helpful if Marshall could begin to get some organized thoughts down on paper and distribute it to the committee prior to our meeting. I was thinking that it would probably be helpful to us -- and even more to him -- if he took one of the media and pulled together his ideas or hypotheses or questions about this medium. Then it seems to me we would see where the gaps were in his picture of this medium, what kinds of data were still needed and we could discuss the sort of approaches that could be taken to collect these data. If he could do this for each of the media which he plans to cover in this study, I believe that we would be able to make much better use of our time at the meeting of the committee. Each of us could be further ahead when we arrived and could have some ideas arrived at from studying Marshall's document. What do you think?

Please let me know immediately on the dates since we must inform people right away and I will need to make arrangements to be away from here at that time.

cc: Dr. Marshall McLuhan
Toronto, Ontario
Canada

Best,


Samuel L. Becker

9/1/59

Dear Marshall:

Since you are today entering officially upon your "McLuhan Project" tasks, we need to give serious thought to the matter of salary payment. Attached is a photo of a letter I wrote you in June about income tax, together with a photo of a letter from the Internal Revenue Service. I need to have some answers from you before I can tell our Treasurer what to do about salary payment. I will also need from you the full names and rate of pay for your assistant and secretary, if you have hired them yet. I presume that our Treasurer can just go ahead and pay them since there is no problem, as I explain in my June 10 letter. Sorry to bother you with details, but I know that you do want to get paid.

Regards,

✓
June 10, 1959

Mr. Marshall McLuhan
29 Wells Hill Avenue
Toronto 10, Ontario, Canada

Dear Marshall:

I have looked into the income tax problem here (on an exploratory basis) and find that you would be required to pay United States income tax on the salary we pay you for the new project.

I would suggest that you look into the Canadian tax situation and see if you would also be expected to pay tax there. We certainly want to avoid any "double taxation." If we find that you are liable for tax in both countries, it might be possible to work out some sort of "grant" to your university for your salary, and they could then pay you.

If you'll look into both matters up there, i.e., your liability for Canadian tax and the possibility of a grant to the university for your salary, and advise me fully, I'll then proceed to assemble all available information from both countries so the best decision can be made by all of us.

I don't think there will be any problem on the secretary or the graduate assistant because they will receive less than \$5,000 a year each.

Cordially,

Harold E. Hill
Associate Director

hehrs

HE H -

maybe, to save
him double tax
(which wouldn't be
fair if it can be
avoided) we should
see if we could
pay his Univ.
his check on his
behalf. I know this
is complicated. But
I'd guess he'd soon cool
off if we asked for some
\$3,000 in each country
(or 2,000).

HJS:

I wrote and asked about income tax for McLuhan and this is the reply. It appears we will have to withhold tax on his salary. And we'll also probably have to deduct Social Security. The booklet (attached) also brought up some points for me re the Soc. Sec. deductions for you and me and has really complicated matters - of which more later, after I've figured on it.

heh

6/9/59

Canadian Tackles TV Cyclops

By PHILIP DEANE

Globe and Mail Staff Reporter
Washington, Aug. 26—U.S. educational experts have hired a Canadian to tell them what to do about that Cyclopean monster television and its devastating impact on learning. This Canadian, Marshall McLuhan, a professor at the University of Toronto, would raise his hands in modest horror at such a description of the job he has been given. The description, nevertheless, is accurate.

At the request of the National Association of Educational Broadcasters, the U.S. Department of Health, Education and Welfare will pay during the next three years for a good many of Dr. McLuhan's studies into "understanding media," his great specialty. Understanding others is his overall specialty. That is why John Wain, the distinguished English novelist, describes Marshall McLuhan as "the most considerable social philosopher of our day."

Many others are prepared to declare themselves devotees of Marshall McLuhan. I suspect that one reason for this is his willingness to accept and understand people and their qualities without trying to compare these people or qualities with preconceived standards.

Like so many clever Canadians, he is nice—there is no other word. He is not "Hall fellow, well met," he is not snobbish or condescending, or aloof, or too familiar.

Too many experts have deplored the fall of television, of teenage ways and interests. Too many experts on youth start each statement with: "Now when I was young, I really had to learn, to work, not like today."

Perhaps because he himself has a large tribe of handsome children, Dr. McLuhan does not look at the younger generation with any assumptions of superiority. He is merely curious and interested and this makes him eminently suited to the task he has been given.

He has been at the task, more or less unsupported, for many years. The sort of thing he has

been doing is this: He had lecture delivered to identical groups of students. One group was given the lecture in printed form, another heard it over the radio, another saw it on television, and another heard the lecturer himself, live, so to speak.

Which group of students took in most and which group remembered most months later? The answer, carefully checked, is that the students who saw the



Marshall McLuhan

lecture on television remembered most and took in most.

Why? Dr. McLuhan has studied this question for a long time. It is not merely because children are interested in television; children not interested in television normally also retain more when they are taught something "through" a television set.

Part of the answer lies in the word "through"—the lesson comes "through" the set and the receiver is the student.

The television screen is not merely a reflection surface; it is a source of light that forms intelligible images "inside" the student.

But this is a siter and more technical story; suffice it to say that Dr. McLuhan has accumu-

lated a good deal of proof that each medium seems to have a nature of its own, a nature that affects the subject matter that is being taught or transmitted and affects also the whole life of the recipient.

Television is closer in spirit to intimate participation in the life of a small community. It is "simultaneous" in the sense that one is seeing something at first hand, one is part of it as it happens, whereas in a newspaper one sees a record, and this seems to have little to do with the timing of the telecast—a newspaper shown on a television screen gives this same feeling of the simultaneous.

Medical students learn more about how to perform a particular operation when they watch it on closed circuit television—this is another of the facts Dr. McLuhan has been accumulating. The medical students say they feel they have performed the operation themselves.

A teacher teaching in the traditional way out of a mere printed textbook cannot compete, especially when his students have been exposed to television. There is no point in deploring this fact. The point is how best to use television or other modern media in the classroom.

Obviously the potentialities of the medium are wasted when only an ordinary lecture is projected—a real documentary on the same subject would be much more effective.

Studies show that an even more effective method may be a dialogue—having an expert interview an expert on television.

How expert should the experts sound for each age group they teach? What should they put their emphasis on? Which particular aspects of television stimulate memory, help people learn things and which stimulate analytical thinking?

Marshall McLuhan is going to produce the answer, to write a "grammar" on the use of media, on when to use which medium and his work may well lead to a complete overhaul of the North American educational system.

Mc Luhan

August 24, 1959

Dr. C. Walter Stone, Director
Educational Media Branch
Department of Health, Education and Welfare
Office of Education
Washington 25, D. C.

Dear Walter:

And I think I lead a dog's life! (Both weeks of my "vacation" were broken up by Conferences, etc., too.) But you, sir, win hands down. I do hope you're holding up. Dammit, man, don't kill yourself -- or get your family down on you too much!

We are inviting our industrial associates. Don't know how many will come. One, from GE, Paul Chamberlain, is providing advance study material, and we're distributing one article on Video Recorders, by Ampex man, on same subject (sample attached).

I expect you'll begin reading about McLuhan's ideas, etc. The Committee (i.e., mostly Sam Becker) is about as unyielding as you were on clarity of procedure (see attached letter), so I think we'll be OK. I'll get you progress report soon as possible on both. Some things are in the mill today ("my day" in the office), and these should certainly go out soon.

Our best,

Harry J. Skornia
Executive Director

HJS:JO

Enclosures

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

August 7, 1959

Dr. Harry J. Skornia
Executive Director
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

RECEIVED
NAEB HEADQUARTERS

AUG 10 1959

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dear Harry:

In reply to yours of July 30, I can well appreciate your interest in inviting industrial representatives who are associates of NAEB. I know that you appreciate the problem we face and so shall rely on your judgement concerning the wisdom of the proposed invitations.

To the best of my knowledge the McLuhan project is duly launched.

Mr. Rhodes of Newsweek has not called me as yet. Since I shall be out of town for the next two weeks it may be that we shall not be able to provide him with very much information until September.

My proposed vacation period--all of three days--coincides with yours.

Regards.

Sincerely yours,

Walter S.

C. Walter Stone, Director
Educational Media Branch

M. Luhan

August 7, 1959

Mr. Richard Rhodes
Newsweek
Newsweek Building
1111 Madison Avenue
New York 22, New York

Dear Mr. Rhodes:

Since Dr. Skornia has just left on his vacation, I am acknowledging your letter of August 4. Dr. Marshall McLuhan's address is:

Dr. Marshall McLuhan, Chairman
Culture and Communications Seminar
29 Wells Hill Avenue
Toronto 10, Ontario, Canada

Sincerely,

(Mrs.) Rosalya Schmidt
Secretary

RS:JO

Newsweek

NEWSWEEK BUILDING • 444 MADISON AVENUE • NEW YORK 22
PLAZA 2-1500

4 August 1959

RECEIVED
NAEB HEADQUARTERS

AUG 6 1959

7/8/9/10/11/12/1/2/3/4/5/6 PM

Dr. Harry J. Skornia
14 Gregory Hall
Urbana, Illinois

Dear Dr. Skornia:

Thank you for your letter. I have the feeling there is a large but unorganized underground of Joyceophiles in the country-- I too have kept most of my friends, if not on the edge of their chairs, certainly slouched down in them half-asleep, by readings and quotations from Joyce. The man lends himself to this sort of allegiance. Northrop Frye, Mr. McLuhan's colleague at Toronto, draws on Joyce a great deal for his critical theories.

Rock
Planned → I have accepted a six-months enlistment in the Air Force beginning 11 September, and will be in San Antonio, Texas for most of that time: could you send me Mr. McLuhan's address so that I might keep in touch with him as my address changes? Your project, and his work, interest me very much--the problems of mass media were one of the reasons I took a job with Newsweek, and I hope to enter graduate school at Toronto as soon as I can practically do so.

Attitudes toward time--their study--has been a longstanding interest of mine. It is one idea which unifies, at least for this century, a number of separate problems.

Again, thank you for your letter and your interest. I would like to be of whatever help I can, and will remain in contact with you.

Sincerely,

Richard Rhodes

Richard Rhodes

T9 me
+
last 1

Mc Luhan

12

August 5, 1959

Dr. C. Walter Stone, Consultant
New Educational Media
Department of Health, Education, and Welfare
Office of Education
Washington 25, D. C.

Dear Walter:

McLuhan, in view of his new book and various articles, has been interviewed (in Vancouver, where they tracked him down) by Time, Newsweek, and, earlier, by Toronto newspapers, MacLean's (Canadian magazine), and a number of others.

He's insisted on no release until "Washington OK" but I don't know how much longer we can sit on this thing. I hope you will please understand if stuff begins oozing out on this. But thought I'd better warn you. I assure you I have done all I could to hold back. But it's a tribute to the idea, and the consultant, I think.

Regards,

Harry J. Skornia
Executive Director

hjs:rs

August 5, 1959

Dr. Marshall McLuhan
Department of Extension
University of British Columbia
Vancouver, British, Columbia, Canada

Dear Marshall:

Will be back here night of August 22. Staying at Cabin #5, Bassett Point Resort, Tomahawk, Wisconsin, August 8 - 22, for my "vacation." Even then have to make trips to Minneapolis and Madison. But not staying in Madison. Expect to be there only one day: August 20, for meeting.

Can be reached through Harley or McCarty that day.

Regards,

Harry J. Skornia
Executive Director

hjs:rs

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION

TELEGRAM

W. P. MARSHALL, PRESIDENT

RECEIVED
NAEB HEADQUARTERS

SYMBOLS

DL=Day Letter

NL=Night Letter

LT=International
Letter Telegram

The filing time shown in the date line on domestic telegrams is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

SA009 IRA001 SSB530

AUG 5 1959

PR VRA544 117; NL =CPR FD VANCOUVER

DR HARRY J SKORNIA=

14 GREGORY HALL URBANA ILL=

GLAD TO HEAR FROM YOU AT LAST HAD INTERVIEW HERE WITH
 NEWSWEEK MAN TIME MAGAZINE COMPLETED AND FILED STORY
 IN TORONTO WITH PHOTOGRAPHS ALSO MCLEANS MAGAZINE AND
 THE THREE TORONTO NEWSPAPERS IN ADDITION TO SEVERAL
 PERIODICALS LIKE THE VARSITY GRAD ALL THESE PEOPLE ARE
 HOLDING THE STORY UNTIL WASHINGTON OKAY STOP IMPORTANT
 NEW DEVELOPMENTS HERE DURING COURSE IN RECENT WEEKS
 WHICH WILL EASE THE PROBLEM OF UNDERSTANDING MEDIA STOP
 GUTTENBERG BOOK RACING AHEAD BY MEANS OF TAPE RECORDING

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION

TELEGRAM

W. P. MARSHALL, PRESIDENT

SYMBOLS

DL=Day Letter

NL=Night Letter

LT=International Letter Telegram

1201

The filing time shown in the date line on domestic telegrams is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

SHALL LEAVE HERE AUGUST FOURTEEN ARRIVING TORONTO ABOUT
SIX SEVEN DAYS PLEASE GIVE ME YOUR MADISON POSTAL
ADDRESS BEFORE YOU LEAVE URBANA BY LETTER MUCH LOOKING
FORWARD TO SEPTEMBER MEETING AM QUITE CONFIDENT WE CAN
NOW MANAGE WALTER STOP=

MARSHALL==•

MESSAGE TO

TELEGRAPH TO

11 AM

11 AM

11 AM

11 AM

x 3944
01

5 AM 8 1/2

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

TELEGRAM _____

NIGHT LETTER _____

TO: Harold E. Hill

FROM: Marshall McLuhan

MESSAGE:

Is it okay to go ahead with local newspaper releases concerning

Understanding Media project also Time Magazine and Newsweek?

Have just arrived back in Toronto.

*Following reply sent 12:50 p.m., 8/22/59, by heh: Alright to release news
concerning Understanding Media project.*
heh

DATE August 21, 1959 TIME 10:00 a.m. SENT BY _____

RECEIVED BY Doreen PREPAID _____ COLLECT _____

TRUST: KELLOG 44 28 25 442 TRUST NAEB 44 28 25 456

TELEGRAPH OFFICE PHONE NUMBER 2-4171

12/58:C

Mc Luhan

August 3, 1959

Mr. Richard Rhodes
Science Department
Newsweek
1401 Madison Avenue
New York 22, New York

Dear Mr. Rhodes:

I do indeed appreciate your letter, and am sending a copy of it to Marshall. I'd not be surprised if, sometime after September 1, he contacted you.

I too am interested in the time-dimension you discussed. For years, while I was teaching Proust, Gide, etc., in the courses I gave, in French, in "the moderns," I used to have nearly every social group who visited us with quotations and reading from Joyce, particularly.

I hadn't thought before of this: perhaps that's part of the source of my great interest in Marshall's work.

Our thanks, and very best.

Sincerely,

Harry J. Skornia
Executive Director

HJS:JO

CC: Marshall McLuhan
Sam Becker
Walter Stone

Newsweek

NEWSWEEK BUILDING • 444 MADISON AVENUE • NEW YORK 22
PLaza 2-1500

31 July 1959

RECEIVED
NAEB HEADQUARTERS

Dr. Harry Skornia
14 Gregory Hall
Urbana, Illinois

AUG 3 1959

AW PM
7 8 9 10 11 12 1 2 3 4 5 6

Dear Dr. Skornia:

Though the story we had hoped to write has been held for an indefinite length of time, I write to thank you for your help in sending us material and suggesting ideas. As work on your project progresses we would appreciate very much any further information you might care to release, about both the project and its results. You are doing pioneering work, and it deserves all the notice it can possibly be given.

I am personally interested in your project because of my own studies into the idea of time. This Spring I completed a senior honors essay at Yale discussing the idea of time in William James, Henri Bergson, and James Joyce; the essay tries to show the consequences of the Jamesian-Bergsonian notion of a time altogether present, and the way, in ULYSSES, Joyce both satirizes and uses this notion. If you have looked through Lewis Mumford's TECHNIQUES OF CIVILIZATION, or remember McLuhan's Sewanee Review discussion of the newspaper form in ULYSSES, the possible ramifications of the time problem should be clear. Probably this approach is obvious to you, but though the constriction of the modern sense of time (television, with its 'montage' effect, is a powerful offender here) may not be so much the cause as the result of technological change, it is a useful hook on which to hang most of the widely-varied causes. To suggest a few, which again may be completely familiar to you:

- Technological obsolescence and the modern cult of youth.
- All the factors,--media, mass hysteria, advertising, etc.--which are included in the phrase 'modern mass myth'.
- The important ethical problem of decision (in television, for example, a viewer may 'decide' to buy a product because of irrational or subliminal hints built into the commercial he is viewing, not from any rational consideration of whether or not it is needed, or can be afforded. His 'decision' is false, and akin in a complex way to stimulus-response systems. The problem is more important as it carries over into ethics and morals; in all cases it results from a blanking-out of memory and consciousness of future needs).

Newsweek

NEWSWEEK BUILDING • 444 MADISON AVENUE • NEW YORK 22
PLAZA 2-1500

.....Dr. Harry Skornia.....p. 2 continued...

These are only a few areas where the problem of the constricted modern time sense enters. Television fosters the nuclear effect partly because of another kind of constricted time--the need to pack as much "sell" as possible into the shortest, hence least expensive, amount of time. There is also, of course, the extensive obsession with time in modern literature (Proust, Mann, Stein, Joyce, Woolf, Wolfe, Gide, Eliot, and more recently Lawrence Durrell and the existentialists) and modern philosophy.

I have digressed at such length in the hope that some of these ideas may be new, and useful, to you. I am hardly an expert in the field, but I would be very interested in working with you in any way possible on your project, as an assistant or simply as an interested observer. If I can be of any use to you or Mr. McLuhan, would you please let me know? I have several years of free time before I plan to enter graduate school. But I will spare you more until I hear from you--

Thank you again for your help.

Sincerely yours,

Richard Rhodes

Richard Rhodes
Science Department

1. Correspondence and/or discussions to set dates of demonstrations in New York area (Gerrard, etc.)
 - Boston University (Ralph Garry)
 - Horace Mann (Wells Foshay)
 - Minneapolis-St. Paul (John Schwarzwald)
 - Discussions and/or correspondence with NETRC on possible kines they have, which might be used.
 - Same: DAVI
2. Discussion with CBC on timetable, content and conditions of making first kinescopes and/or films, and to arrange necessary (school) talent, etc.
3. Drafting suggested timetable (August: NAEB CCTV Conference to finalize further contacts and "lab" scheduling.)
4. Meeting with NAEB Research Committee to check same. This might be something like this:

September 1 - 15, production of printed data and shooting script."

September 15 - 30, review of same.

October 1 - 15, shooting and processing.

October 15 - 30, testing on Canadian 11th grade class (with time out for NAEB Convention report).

November 1 - 15, review of results, and revisions.

December 1 - 15, first demonstrations -- New York or Boston.

December 16 - 31, review and vacation.

January 2 - 15 (which school or project?).

January 15 - 31 (which school or project?).

February 1 - 15 (which school or project?).

February 15 - 28 (which school or project?).

March, review of results, preparation of first section of syntax.

April, demonstrations in additional cities - with time out for DAVI Convention report, perhaps.

May, review of results and meeting with NAEB Research Committee (and possible other consultants).

June, demonstrations at Workshops, various groups.

July - August, preparation of additional test drafts of sections of final grammars, etc.

To answer:

- Content of Kine
- Grade levels of demonstration groups (teachers')
- Lists of Consultants
- Publication Plans
- Plans for rallying PR, Feature Writers, Networks, Agencies, Government Bureaus, Armed Services, etc. to the effort
- Lists of available films to prove useful.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS



NAEB

14 GREGORY HALL
URBANA, ILLINOIS

July 27, 1959

Note taken

RECEIVED
NAEB HEADQUARTERS

JUL 28 1959

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dr. Harry Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Harry:

Irv Merrill and Hide Kumata have suggested that the research committee meet with Marshall McLuhan on the 9th and 10th of September in Cincinnati. The American Psychological Association is meeting there from September 3-9. Scheduling our committee meeting at that time would make it more likely that we could get the committee together because many will be at that meeting. It would also mean that some who might not otherwise go to APA would go and, as Irv put it, "take in the pertinent sessions of the convention to stimulate our experimental thinking."

I think that this is a pretty good idea. The only problem is that this comes in the middle of the vacation period for all academic persons, who are generally off until about the 15th or 20th of September. Whether some of the committee will be off vacationing someplace at that time, I do not know. I am still not sure of my plans for this period but will probably be available by the 9th.

Anyway, what do you think. Will Mac be back from Vancouver by then?

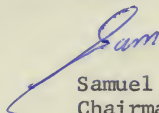
I am happy to say that I believe that I am going to have more time to devote to my own research and the supervision of graduate research in the future. I have gotten the Provost to agree to let me delegate most of the responsibility for production supervision to other people - though the ultimate responsibility will still have to be mine. I am going to have Winnie take over most of the responsibility for our in-school and public relations programs, another fellow take over responsibility for our "creative" experimentation in production - drama, etc., and a third take over responsibility for film production. Unfortunately, I cannot yet shuck any administrative work - but at least this is a step in the right direction and I am much encouraged.

Dr. Harry Skornia
July 27, 1959

Page 2.

Nothing else new here. Let us know what you think of the possible dates. We probably ought to let the committee know before too long so that people can make appropriate plans.

Best,



Samuel L. Becker
Chairman, NAEB
Research Committee

SLB:mw

cc: Dr. Irving Merrill

*Have you heard what was decided
on the title VII business?*

July 29, 1959

Dr. Sam L. Becker
Executive Secretary
Television Center
State University of Iowa
609 10th Avenue
Iowa City, Iowa

Dear Sam:

I wouldn't be available, because of the NAEB Washington Conference (program attached) September 9 and 10. But I'd hate to be a stumbling block. Why don't you go ahead and set up. We'll pay expenses.

Mac's address at Vancouver is:

Dr. Marshall McLuhan
Department of Extension
University of British Columbia
Vancouver, British Columbia, Canada

USOE is surely secretive. No copy of his contract. No word on the personnel matter either. Very frustrating.

Glad to hear you've been able to unload a bit -- and will have more time.

Best,

Harry J. Skornia
Executive Director

HJS:JO

July 10, 1959

Dr. Marshall McLuhan
Department of Extension
University of British Columbia
Vancouver, British Columbia, Canada

Dear Marshall:

Back long enough to touch base before taking off (Sunday) for University of Massachusetts Humanities Seminar. The next few weeks are pretty hectic but I wanted to say I hope you arrived safely -- and are getting temporarily resettled.

CBC, Minnesota and/or other places possibilities as starting points for you. Leave to you to set up with Sam Committee meeting soon after September 1.

On top of all else, NAEB is moving -- into a house or two. I do wish I (or rather NAEB) weren't involved in so many things with so few people to staff 'em -- makes me feel guilty toward all. I do hope you understand my predicament.

Best regards,

Harry J. Skornia
Executive Director

HJS/jo

APPLICATION TO THE COMMISSIONER OF EDUCATION, U. S. OFFICE OF EDUCATION,
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR A GRANT TO SUPPORT
A RESEARCH PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE NATIONAL
DEFENSE EDUCATION ACT OF 1958 (P. L. 85-864)

Submitted by: The National Association of Educational Broadcasters

Principal investigator: Dr. Herbert Marshall McLuhan, Consultant to the NAEB

Title: Understanding Media

Problem: As a national effort is made to intensify the use of new media in American education, we are confronted with the frightening prospect that, in the present state of understanding of the unique and often subliminal and unperceived effects of media, as media, presently proposed uses may endanger all or much that is best, and deserving of preservation, in our present educational system. Most, if not all, present and proposed projects would appear to be based largely on the erroneous impression that the new media are merely extensions of previously emphasized print-media. The continuation of this concept, or of the current emphasis on tools-orientation, can either greatly hamper the unique contributions which these new media can make, or, if not controlled, can be most dangerous to American education as a whole. An understanding of the unique biases, distortions and limiting qualities of all media, and their daily changing relations to each other needs to be developed, lest the pattern set by current usages, and currently proposed projects -- ignoring the messages or impact of the media themselves as media, independent of intended use or content -- be a disservice to posterity.

A break-through in understanding media is needed to cope with, and devise controls for these media in a manner to match the break-through already achieved in their technical phases.

Objectives: In cooperation with numerous universities, broadcasting systems, public and private schools, and special projects throughout the U. S. and Canada which have offered their collaboration, to conduct experiments and

test hypotheses as suggested in the application, and to organize them into a publishable and teachable form as "grammars of the media" which will make them (and the films and non-print materials which will also be produced) available for use in teacher-training and new media courses in the schools of the United States.

Procedure: Using various already offered facilities and new media projects, in various parts of the U. S. and Canada, for test and analysis purposes, and those experts who have offered their assistance, to collate and analyze responses and normally non-measured aspects of affective behavior as cues to the unique biases, distortions, limitations and other unique characteristics of the various media, with emphasis on the electronic media of television and radio.

By identifying and relating the peculiarities and unique properties of all media as media, irrespective of content or message, to arrive at a basis of teachable understanding (in courses in media) which will facilitate the realization of the fullest potential of all media in concert for American education.

To test the materials developed by such pilot projects, for validity and teachability, and to codify them into grammars of the media (in print, film and other forms) for the uses outlined above:

Time schedule: Approximate beginning date: July 1, 1959

Approximate ending date: June 30, 1961

Budget: Total cost of project\$71,500.00
Total Federal funds requested\$56,500.00

Urbana, Illinois

March 27, 1959

H. J. Skornia/dep

PROJECT IN UNDERSTANDING NEW MEDIA

In the broadest sense, the object is to devise a means of bridging between in-school and out-of-school experience. Since the sheer flow of information outside of school is out of all proportion to the in-school information flow, this fact alone without regard to the forms and modes in which this flow occurs indicates a new educational need.

A possible new strategy presents itself from the fact of the interaction of multiple media to-day. In teaching writing and language, the great changes in recent decades have arisen from the fact that print now exists as only one among several major media. Photography, film, audio tapes, radio and television have all x-rayed, as it were, the older medium of print, enabling us to see its structure as a form of experience. This structure was not visible in the ages of printing but what the new media have done to print they have also done to one another, rendering themselves structurally luminous from within.

To understand media in this over-all structural way offers a real short cut to the education of perception and judgment. For the various media exert a direct non-verbal pressure upon all habits of perception and judgment. It has not been sufficiently noticed that these powers exercise an almost exclusively non-verbal and subliminal pressure upon the assumptions within our experience.

For example, the telephone has changed the patterns of decision-making to such a degree as to make the older structure of delegated authority in business and management not only obsolete, but a threat to the continued existence of management functions. This clash between telephone and typewriter has received only incidental appraisal in Parkinson's Law. It has caused the sudden rise of many management centers which attempt decentralization by means of over-all training of specialists.

The impact of new structures such as photography and film upon habits of learning and judgment are, of course, far greater than that exerted by the telephone. Obsession with "content" seems infallibly to obscure the structural changes effected by media.

The future of navigation in education at any level depends upon an exact knowledge of ever-changing lines of forces exerted by new media structures, and beamed irresistably into our personal and social modes of awareness.

To provide ways of discerning these lines of force, these currents not of opinion but of perception, is the aim of the Project in Understanding New Media.

Marshall McLuhan

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

RECEIVED
NAEB HEADQUARTERS

AUG 12 1959

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July 1, 1959

Dr. William G. Harley
President
The National Association of Educational
Broadcasters
14 Gregory Hall
Urbana, Illinois

Grant No. 711058.00

Dear Dr. Harley:

I am pleased to inform you that the research project entitled "Understanding Media," under the direction of Dr. Herbert Marshall McLuhan, Consultant, has been approved and that Office of Education support in the amount of \$35,015 is hereby granted for a period of 10 months from September 1. A copy of the approved budget for this grant is attached hereto. Unless otherwise advised by this Office, this grant will be paid as follows:

<u>Date</u>	<u>Amount</u>
Within two weeks after receipt of acceptance of grant	\$15,000
On or about December 20, 1959	15,000
On or about March 20, 1960	5,015

It is a condition of this grant that it shall be administered in accordance with the Office of Education's "Policies, Procedures, and Guidelines" for grants under Title VII of the National Defense Education Act of 1958, dated June 15, 1959, a copy of which is attached.

Your acceptance of this grant should be indicated on the attached copy of this letter which should then be returned to the New Educational Media Branch, Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

Sincerely yours,

(Sgd) Roy M. Hall

Roy M. Hall
Assistant Commissioner,
Division of Statistics and
Research Services

Enclosures (3)

cc: The "Business
Office"

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education, Washington 25, D. C.

Title VII - National Defense Education Act of 1958

National Association of Educational Broadcasters
(Name of Institution)

Urbana, Illinois
(Address of Institution)

Budget and Financing

Direct Costs

Salaries (Schedule A)	\$ 19,250
Employee Services and Benefits	598
Travel	5,500
Supplies and Materials	1,400
Services	3,200
Equipment (Schedule B)	0
Communications	500
Printing	0
Other Direct Costs (Itemize):	

Subtotal, Office of Education Direct Costs	<u>30,448</u>
Indirect Costs - 15% of Total O. E. Direct Costs ^{1/}	<u>4,567</u>
Total Office of Education Support	<u>35,015</u>
Other Support	<u>5,900</u>
Total Cost of Project	<u>40,915</u>

Estimated Requirements by Fiscal Year	F. Y. 60	F. Y.	F. Y.	Total
Non-Federal Sources	\$ 5,900			\$ 5,900
Office of Education	<u>35,015</u>			<u>35,015</u>
Total	<u>\$40,915</u>			<u>\$40,915</u>

^{1/} May not exceed 15% of total Office of Education Direct Costs.

SALARIES

Staff:

Staff:

Title	Per Annum Salary	Full or Part Time	Length of Employment	Amount
Project director	15,000	Full	10 months	12,500
Secretary	4,500	Full	10 months	3,750
Graduate assistant	4,800	Part	10 months	2,000
Subtotal, Staff Salaries				18,250
Consultants:				
No. Days of Consultant Services	Daily Rate of Pay		Amount	
10	\$100		1,000	
Subtotal, Consultant Salaries				1,000
Total Salaries				19,250

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Assistant Commissioner,
Division of Statistics and
Research Services

Enclosures (3)

Let me apologize right off for all the distress which my media project will cause specialists in many subjects. I wish I knew some way of avoiding this discomfort, but how is it possible to do the cross subject study that this purports to be without disturbing the convictions and the acquired knowledge of many people?

If I explain that radio and TV are not really consumer media in the full sense that photography and film are, Madison Avenue gets upset. So do many people in film and in radio and television skills. They are eager to prove me wrong before they have the faintest idea of what I mean. Personally I am not trying to upset such people. I am really trying to understand media and to discover their unique dynamics.

But it is not easy to convince a literary man that your interest in the psycho-dynamics of the printed form of codification of information is anything but malice towards literature. Moreover, he is likely to feel personal humiliation that he is, in fact, quite unaware of some of the basic effects of the print form upon many of his most cherished ideas and attitudes.

The mere recognition of the existence of the subliminal in ordinary human experience seems of itself to create fear and insecurity. Since every moment of perception is loaded with subliminal intake, all of us are unaware of most of the factors that shape our experience.

Personally, I should greatly welcome any suggestions as to how to diminish the discomfort of other people when their subliminal lives are involved. But media study must go on! And so far the only advice is to shut up.

It is sometimes said that my approach to media is philosophical. I hope it may soon be seen to be scientific. For a long time philosophy has been associated with systems, with world-views, weltanschauungs, and general pictures of things. Since the Renaissance most methods and procedures have strongly tended toward stress on the visual organization and application of knowledge. Printing gave enormous stress to such visual process, to differential calculus, and to statistics.

But since the early nineteenth century with the arrival of electrical problems and processes, mathematics and physics have moved away from visual organization and statistics towards dynamics, time organization, and what psychologists refer to as "auditory space." (Auditory space is that sphere of simultaneous relations created by the act of hearing. We hear from all directions at the same instant. This creates a unique unvisualisable space.)

To ask whether either the Renaissance achievement of statics or our modern conquest of dynamics is a good thing or a bad thing seems to mean: "what will this do to me?" The question seems to be a request for applied knowledge, but knowledge applied on one level, and for one person at a time.

The modern world of dynamics is an all-at-once world in which there cannot be single levels or one-thing-at-a-time awareness. This change is a very bad thing, indeed, for the previous technology and for all of us whose education represents a heavy investment of precious years in acquiring what may now be irrelevant modes of knowledge.

The Affluent Society by Kenneth Galbraith opens with a discussion of the "vested interests in acquired knowledge," "the bland leaders of the bland" whose discourse and perception move evenly in the single lines and the single planes of "conventional wisdom." By taking an all-at-once view of our economic world Galbraith has so shocked the one-at-time people that the American Journal of Economics has reviewed the book on the assumption that it is a hoax.

In the same way Parkinson's Law (by Parkinson) in taking an all-at-once view of the operation of written forms in bureaucratic organization today, has appeared as a sort of Marx Bros. entertainment. It is a multi-levelled analysis of a complex dynamic.

Conventional sobriety as it affects scholarly decorum would seem to be merely the accidental result of the static procedure of taking one-thing-at-a-time. Such procedure in media analysis is as incapable of getting at the dynamics of a medium as are statistics in motivation study or social dynamics.

Statistics can tell of a trend, provide a picture or a view, or a perspective but cannot reveal causes. In fact, it is only in our century that over-all data and all-at-once knowledge have so increased that we have moved toward the study of causes in personal and social operations. That is, we are now concerned with causes, not on a single plane or in mere sequence but as a total field of interaction and inter-penetration. This leads us to feel about statistics as the beatnik about bikinis: "Man, they seem to reveal all, but they really withhold vital data."

It is important for us in media work to understand the statics of the medium of statistics and their relation to differential calculus and the older Newtonian picture. For the problems we face are not static but dynamic, because of their nuclear origin and focus. Likewise, the means at our disposal are no longer mechanical but electronic. And the dominant impress which the young today receive (non-verbally) from our new technology is not mechanical or print-oriented but electronic and dialogue-oriented.

The world of production and management is today grappling with the changes in the patterns of command and of production resulting from the telephone, on one hand, and from the complex synchronization in production resulting from the use of electronic tapes. The latter have ended the centuries-old regime of the assembly-line. The end of the assembly-line in the outer-world could well be a portent for the entire educational establishment. Because Gutenberg provided the prototypical assembly-line

basis for all that followed. So that we may now be in the position, so far as literacy is concerned, of propping a superstructure without a base.

During the recent centuries we seem to have been as oblivious of this over-all pattern of our Western culture as the humble tortoise is of the articulate design on its shell. It is hard to see how anybody could have been more subliminal than Western man since Gutenberg.

But the electronic age is becoming alert to the dangers of the subliminal whether in psychology or politics and education. The all-at-once, many-levelled awareness of the electronic age discourages the continuation of the single-plane depths of unexamined subliminal backlog of literate man.

In this time of co-existence, itself resulting from instantaneous movement of information, we are confronted by predominantly oral cultures like the Chinese and the Russian. These oral peoples take to electronic and nuclear modes of organization more readily than we do with our centuries of linear and sequential training of perception. The nuclear physicists have to master the non-visual and non-Euclidean modes of order today. But since the telegraph, the press has presented a non-linear mosaic, and so have radio and television.

All of my work has tended more and more to center on the misunderstandings and clashes that occur between these two basic types of order in experience and organization; namely, the visual and the auditory. For the basic patterns of eye and ear are typically non-verbal in their message in most of their media occurrence. And it is even more confusing at first for some to learn that the mosaic of a page of telegraph press is "auditory" in basic structure. That, however, is only to say that any pattern in which the components co-exist without direct lineal hook-up or connection, creating a field of simultaneous relations, is auditory, even tho some of its aspects can be seen. The items of news and advertising that exist under a dateline are inter-related only by that dateline. They have no inter-connection of logic or statement. Yet they form a mosaic whose parts are interpenetrating. Such is also the kind of order that tends to exist in a city or a culture. It is a kind of orchestral, resonating unity, not a logical unity of discourse. It is not necessary to be satisfied with such a state of affairs once it is understood.

Personally, I feel none of the fervor in favor of such order, as an ideal to be sought for, that is not uncommon among anthropologists. My notion is that this kind of order is inseparable from electronic technology and that such auditory order quickly wipes out or brainwashes visual kinds of order by subliminal action. As a teacher of language and literature I am aware of the values to be had from these in their printed form. But I am also aware that the artists, poets and musicians of the past century have unanimously abandoned visual structure in their

work in favor of auditory all-at-onceness. It would seem that artists, of all media, respond soonest to the challenge of new pressures. I would like to suggest that they also show us ways of living with new technology without destruction of earlier achievement and form.

If there is one theme in all the arts of the past century it is that of the need for relevance in the patterns of human interests. To be out-of-touch with one's time, they have not ceased to urge, is to be irrelevant.

To cultivate irrelevant attitudes and rhythms and order is to be not only futile but to be an enemy of one's fellows.

Prior to the cry for relevance was the idea of steadiness of perspective and consistency of point-of-view. This was the visual man's strategy and bias from Gutenberg and the Renaissance onwards. But since Baudelaire and Cézanne such individual perspective has been held to be as irrelevant as "self-expression."

It needs no insistence to show that "relevance" is an all-at-once, inclusive, and total affair, and that as an attitude it is born of the ear mode of awareness; whereas individual point-of-view is the eye mode and is born of a technology in which mechanical and animal forms are dissociated.

(The wheel, for example is referred to as the classic instance of the separation of mechanical and animal form; whereas today, with rocket and air-cushioned saucers and electronic circuits in which there are no moving parts, there is a transmutation of mechanical into animal again, as it were. We move towards the post-mechanical.)

The ear mode of all-at-once or total-field awareness seems naturally to prepare the climate of opinion to welcome organic and ecological approaches to problems of education and society, of the arts and industrial production alike.

If my diagnosis is on the beam, does it not afford a means of isolating causal factors and relations in our open society of over-all co-existence? Will it not be possible to test my diagnosis by careful checking, for example, of the impact of one medium upon another? Just as electronic nuclei can only be reached or probed by other accelerated electrons, cannot we not use the action of the media themselves upon one another to reveal their powers and properties?

When radio is released in a widely and long-literate area like the U. S. its effect on social and psychological structures would seem to be quite different from the effects of radio in Japan, or Germany or Spain. But the effect of radio on non-literate areas like India, Iran, or Africa would seem to be quite different again.

This approach of mine is structuralist but is not derived from the recent field of structural linguistics. Rather it derives from the practice and criticism in the field of poetry and painting during the last 100 years. However, the electronic tapes which are ending the assembly-line in industry also made possible structural linguistics. And this new field, as it clashes with older language study and teaching, affords another instance of the clash of ear and eye structures of knowledge. For to the structural linguist the fact that the letter "k," for example, as written, may suggest a single sound, does not hide from him the fact that there are several quite distinct "k" sound-structures mastered by every child by two or three years of age. For the "k" in "quick" is not the "k" in "chalk." Using the all-at-once approach of electronic tape, the linguist becomes aware of the interpenetration of the alphabetic sounds and the consequent modification of letters that look alike in the one-thing-at-a-time world of the written word. So he doesn't hesitate to say that written letters, insofar as they pretend to point to distinct sounds, are a very crude gimmick for reducing complex and subtle qualities of sound to mere averages.

But the ear order of the structural linguist finds a clash when he turns to the visual order of words on the page. What has long passed as "grammar" to the visual and literary person seems crude and arbitrary to the ear perception of the structural linguist. Here he could be mistaken.

The eye-order of the printed page and of the written word, as sponsored by the grammarian, may lack the organic unity and delicacy of spoken idiom. But eye-order may here have a validity imperceptible to the structural linguist with his subliminally-espoused ear-order via electronic tape.

But the pros and cons can more easily be tested when the real nature of the clash is clarified.

The eye man in this order of observation is satisfied that film and TV images are roughly alike. Yet just as small children can make the most delicate distinctions of subtle sound structures, so do they receive and react to the distinction between movie and TV imagery. That is, between the still shot and the continuous pick-up, between light on and light through an image, etc.

This illustration may serve to introduce a theme that could be crucial to the Understanding Media project. Professor Johnson of McGill's department of Psychology has been working on what can be called a "saturation theory" of learning. I look forward to conferences with him. Because if a child can learn a language by three or four in the sense of being at home with its sounds, gestures, and syntax, how long does it take a child to be at home in the same way with the structure of print, photo, film, TV, radio, and gramophone?

This question includes another: Can familiarity or saturation with one medium block introduction to others? The child who learns one language before another will have only one mother-tongue. He will not learn the second in the same total way as the first. Carl Orff, the Viennese composer, has a music school in which he seeks to train his pupils before they can read or write. His view is that after literacy nobody can really master the modes of music.

This approach, quite apart from the validity of the particular case, suggests that in understanding media we might check whether the current familiarity of children with photo and TV, for example, before they read and write may really be an unfortunate sequence. I am sure that if a more natural and fruitful sequence of media experience exists, it can be discovered and demonstrated. This approach is related to the now accepted idea that some media are especially indicated for some kinds of learning. But Ferguson's theory that saturation in language and media experience occurs very early may prove of major aid in study. It certainly points to a variety of procedures and controls in observation that have been lacking.

Speaking casually to a member of the Institute of Child Psychology in Washington D. C., I just happened to inquire, "What is the effect of the telephone on children?" The reply was this: "We know one thing; namely, that neurotic children are normal when using the telephone." That remark suggests, to me at least, a basic aspect of all media: that experience in one is transmuted and translated into a different experience in another. Some people stutter in English but not in French or Spanish.

Would it not interest Bell Telephone to use their research laboratories to consider some aspects of their medium in relation to other media and to the training and education of children? That is, can we not enlist the resources of all the communication industries to concentrate on discovering the inter-relation of media in terms of experience and education?

Can we not reasonably expect to interest Remington Rand and Underwood, etc., in investigating the effect of composing on the typewriter? What is the effect of publishing oneself, as it were, while composing at the typewriter? What has been the effect of the typewriter in structuring decision-making in our world? How has the typewriter been affected by tape-recorders? What has been the effect of the typewriter on the writing and publishing of books and newspapers? On the short-story? On poetry? On reading habits?

Speaking to top executives of General Electric at Crotonville about their attitude toward media study, I was assured, "We will help you in every way we can, for whatever raises the general level helps us, too."

That was also the reply of the NBC.

I am sure it will be the reply of the big research divisions of Madison Ave. publishing and advertising, including Time, Life, and Fortune.

The question, then, arises: Should I, or should I not, seek the co-operation of these great enterprises? If Understanding Media is from one point of view a project to inter-relate in-school and out-of-school experience by educational articulation of areas that are common to both, would it be seriously compromising to ask the aid and counsel of the out-of-school areas?

Much of the data about the effect of one medium on another is to be found only in the experience of the big industries. I spent a week at a radio conference in Vancouver in the spring of 1958. The theme was: What has happened in radio since TV? The answers were most helpful. Radio has changed in its uses and programming since TV. It has switched from a group to a private form, etc.

What happened to the book after the newspaper? To the book after the movie? To the book after radio and TV? Nobody seems to know.

But what has happened to the movie since TV is much better known, and if studied not as a change in our view of the movies but as a change in the uses and forms of the movie, much can be learned about the movie, and about TV and movie at the same time; i.e., much that could not be learned by inspecting merely one-at-a-time.

To illuminate media from within by noting their effect upon one another is a procedure that I should like to have criticized pro and con. It also appears, as I have pointed out, to be the current method in the discovery of nuclear structures in physics.

The "content" approach to media and to the testing of media efficacy in teaching and in public relations and politics is, I am reasonably satisfied, derivative from the habit of literacy itself. We would not talk about the "content" of a tune or a melody. But as soon as man learned how to encode the audible in visible terms (writing) he easily began to make divisions between "form" and "content," and between thought and feeling, individual and state, and so on. Insofar as these separations correspond to real modes of being we should try to retain them. Insofar as they are fictions and illusions fostered by the subliminal action of media, they need to be considered and criticized with a view to their permanent value. Perhaps we shall learn to cherish some of the fruits of literacy as we might do with precious artifacts of vanished societies. Whether it be possible to retain the fruits of literacy without the soil and tree of literacy would appear to be the test we are now undergoing in the Western world. Certainly we shall learn many new aspects of literacy as we study its impact on the ancient cultures of India and China. For literacy in the West did not slice into ancient civilizations, but struck into tribal societies which wilted under its impact.

This raises a major issue for us all to study: Namely, when does a mechanical code of transmission of information itself become a language? Under what conditions does a language revert to a code of transmission? With our new coding devices today such as movies and TV, tapes, discs, radio, teletype and so on, we are setting about to establish whether these means of transmission have themselves so deeply altered human sensibilities and re-shaped human institutions and attitudes as to have acquired the status of new languages. For to an infant, English is not a language but a mechanical code. To an adult beginning Russian, that, too, is at first a mechanical code. It becomes a language only when it has become subliminal to him. English in its totality becomes a code again to the structural linguist who begins to translate the whole structure into auditory terms alone. To the same man as a speaker of English, it exists in all his senses at the same time.

Is a code the translation of one sense into another single sense; e.g., Morse code? Morse reduces the multi-levelled structure of English into one sense -- the ear. It is at once translated into a code for the eye.

When writing was invented it was a visual code for a many-levelled auditory thing. Phonetic writing has proved much the most powerful of written instruments for it abstracted "all" meaning from the visual code. Other kinds of writing did not attempt to divorce the code from meaning. Once this divorce had been effected, it was possible to translate any sound structure into phonetic alphabetic form. The phonetic alphabet gave to the Graeco-Roman world the power of conquest of all cultures it contacted. We see that aggressive power today at work in India and China.

Today by means of "translating machines" we are setting out to do with entire languages what once was done in divorcing meaning from visual written forms. When by frequency counts we have averaged out the lexical meanings of all words in a language we can use that language as a mechanical code such as it is for a beginner. When the same has been done for other languages they can be translated into one another lexically and semantically, just as they formerly were reduced from auditory to visual state by means of the phonetic alphabet.

What I am saying is that new media may at first appear as mere codes of transmission for older achievement and established patterns of thought. But nobody could make the mistake of supposing that phonetic writing merely made it possible for the Greeks to set down in visual order what they had thought and known before writing. In the same way printing made literature possible. It did not merely encode literature.

That is what I mean when I say that (in the not-so-long run) the medium is the message. So that what we have to study now is what totally new curricula and modes of organization are inherent in our current new media?

Let us step aside from teaching a moment and notice what the telephone and other electronic means have done to well-established patterns of management and decision-making:

We still express the structure of authority, responsibility, function and rank in organization in the typical organization chart, which shows the chief executive at the top and the lesser executives as exercising authority delegated by him. It is still customary to explain the existence of organization by the fact that there is more work to be done than any man can do, so that he has to delegate to others what is really part of his job.

But this is nonsense in modern organization. The individual people of skill, knowledge and judgment cannot exercise somebody else's authority or somebody else's knowledge. They exercise their own knowledge and should have the authority that befits their contribution. It is the job that determines the authority and responsibility of the holder -- and this is original authority grounded in the needs and objective requirements for performance rather than in the power of the man above. The only power the top man must have is that of deciding whether a certain contribution is needed -- and even that, increasingly, must be an objective decision according to objective needs of the organization rather than a power decision.

That is Peter Drucker writing in Landmarks of Tomorrow (p. 96) (Harpers, 1959). Delegated authority cannot in the long run be transmitted or used by telephone. The decentralization of industry that has followed upon the break-down of delegated authority has compelled industry to give to all its executives an over-all training in the entire operation of their companies and also compelled the study of the entire relation of business to society. In Nazi Germany the clash between delegated authority and electronic transmission was given a brief moment of attention by Albert Speer at the Nuremberg trials:

The telephone, the teleprinter and the wireless made it possible for orders from the highest levels to be given direct to the lowest levels, where, on account of the absolute authority behind them, they were carried out uncritically; or brought it about that numerous offices and command centres were directly connected with the supreme leadership from which they received their sinister orders without any intermediary; or resulted in a widespread surveillance of the citizen, or in a high degree of secrecy surrounding criminal happenings. To the outside observer this governmental apparatus may have resembled the apparently chaotic confusion of lines at a telephone exchange, but like the latter it could be controlled and operated from one central source. Former dictatorships needed collaborators of high quality even in the lower levels of leadership, men who could think and act independently. In the era

of modern technique an authoritarian system can do without this. The means of communication alone permit it to mechanize the work of subordinate leadership. As a consequence a new type develops: the uncritical recipient of orders." (Albert Speer, German Armaments Minister in 1942, in a speech at the Nuremberg trials, quoted in Hjalmar Schacht, Account Settled, London, 1949, p. 240.)

Speer does not dissociate the effect of electronic media from some of the special features of German cultural organization. And, for example, what he notes about the older type of organization as calling for "men who could think and act independently" is quite the reverse of the situation seen in U. S. business by Peter Drucker. For the new situation in America is precisely the one that calls for such "authority of knowledge." Whereas the older literacy, at least in the U. S., fostered the pattern of delegated authority. What seems to have occurred in Germany and Japan under electronic impact was the brainwashing of a recently assumed literacy and reversion to tribal cohesion and pre-individualist patterns of thought.

I have said (and I hope I am wrong) at various times that we ought to expect a steady trend toward irrational tribal behavior in North America, as our youngsters get saturated with the all-at-once auditory experience of our new media. Such tribal experience was still intact and available to the Jap and the German. But for us to retribalize would be quite a different matter. And in the global village created by our electronics there would, of course, be room for only one tribe -- the human family itself.

It would seem obvious that our responsibilities as educators and broadcasters is to understand our media and their effects just as an X-ray expert should understand the effects of his medium and not permit patients to receive an overdose. X-rays units can get "hot" but they do not make good space-heaters. And we must learn how far we can safely proceed in applying new media to older educational purposes without destruction of older goals and achievements.

Moreover, since the saturation in a medium may occur outside school contexts before any school use is attempted, we must know what are the relevant educational uses of such media. "Saturation" in English as the mother-tongue occurs by three or four years of age and the traditional educational superstructure is based upon that prior saturation. Have we used a similar wisdom in relation to the new media? As they cease to be codes, and invade and structure our entire beings and all areas of our sensibility, they become "languages" themselves. Pictorial media tend to be non-verbal it is true.

But so are writing and printing non-verbal in their primary phases. Only gradually do they permeate the verbal and spoken areas. The Morse

code if known and experienced daily by everybody would quickly cease to be a code. The African drum and whistle languages are not codes but languages to African natives. So with their dances. Ads, comics, and movies are not codes in North America but basic languages. That we have not yet begun to teach their grammars is as natural as it is for pre-literate man to ignore the written or visual mode of his language. Grammar comes from the Greek "written." And education would seem to involve the translation of experience into a new mode.

We can begin, then, to consider the relevance of grammars for media which have become languages all within our own century. Whatever may be the educational advantages of traditional grammars now apply to our new media. Yet one of the effects of the new auditory media has been to dissuade people from the cultivation of grammar. May it not be that the translation of the auditory structure of a language into a grammar or visual structure, is, ultimately necessary in order to confer personal adequacy of control over experience? But as we regain auditory space via the electronic revolution, we fail to see the relevance of visual grammar?

May not the translation of one sense into another, and of one language into another be the irreducible modality of education, just as it is the irreducible mode of nuclear investigation? May not this training confer the detachment and criticism necessary for viable civilized man anywhere, anytime?

For the Greeks numbers were indications of auditory structure not visual structure. Ernst Cassirer in The Problem of Knowledge tells us how the vogue of Euclidean geometry depressed and retarded the study of numbers and arithmetic for centuries.

Today the effect of new auditory modes on the young will naturally sensitize them to number theory in a way which is taken for granted in old oral cultures like Russia, Hungary, Poland, etc.

Today it is impossible to predict at what moment one may make a large break-through into new dimensions of awareness. Because such a casual fact as that the sound waves on the wings of a jet plane become visible just a moment before breaking through the sound-barrier, such a fact may be encountered for the first time in a newspaper or in overheard chat. It has profound implications for the dynamics of sight and sound and tells us much about their power and habit of transmutation. The radio tube principle, pushed far enough, led to TV.

It was Flaubert in the middle of the last century who first alerted his time to the subliminal power of bad pictorial forms. His people are all shown as victims of atrocious commercial art and communication. His own concept of le mot juste (which our age translates as The Most Juice) is auditory, not pictorial. For it implies an all-at-once order of words,

any slightest change in which obliterates the whole effect. But Flaubert taught us that there was no neutral area in human communications, and there is no more merit in tolerating hideous and tendentious forms of pictorial arrangement than putting up with polluted drinking water. Before Pasteur, Flaubert introduced the germ theory into social communication. That is, he entered the electronic age at the same time as Sam Morse. But he had his eyes open for the full consequences as Sam Morse, perhaps, did not. However, it might well be no accident that the painter Sam Morse should have been the first to introduce us to auditory or all-at-once space; that is, the space which is a simultaneous field of relations such as we create in each moment of hearing. For we hear from all directions at once. We do not see that way at all.

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